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Learning and Self-Regulation in Translation Studies:
The experience of students' in three contrasting undergraduate
courses in Saudi Arabia

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A thesis presented in fulfilment of the requirements for the degree of
Doctor of Philosophy

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I certify that this thesis has been composed by me and that the work herein is my own and has not been submitted and approved for the award of a degree by this or any other university.

Fahad Alsahli

Abstract

A great expansion is underway in the Saudi higher education system as it moves from an elite to a mass form of higher education., The number of universities, for example, has jumped from eight universities in 2000 to more than 24 in 2011. Given the scale of investment called for, questions are being increasingly asked about the effectiveness of the higher education system. As a contribution to those processes of greater scrutiny, the present study explores the perceptions of Saudi students of learning and teaching in translation studies. The broad aim of the study is to throw some light on how students learn and regulate their learning in translation studies, and how they are influenced by the course design. While the strongest emphasis of this study was on students' self-regulation of their learning, this is presented as one aspect of their approaches to learning, and in order to illuminate these self-regulated approaches to learning, students' perceptions of the teaching and learning environments (TLEs), and their orientations to learning were examined as well.

Three contrasting undergraduate courses were examined using a mixed method approach combining Likert-style questionnaires and semi-structured interviews. A total of 352 students were surveyed using an adapted version of Vermunt's Inventory of Learning Styles (ILS). This was complemented by interviews with 34 students. Six case studies were drawn out from the interview data for in-depth analysis of students' experience of studying in this particular context.

In order to capture the richness and distinctiveness of the learning in translation studies, it was necessary to distinguish two contrasting approaches; one of them is a deep self-regulated approach, and the other is a surface unregulated approach to studying. Each of these approaches is contextualised within the learning in translation studies. There were some important environmental influences on

these approaches including: course characteristics, classroom teaching, and feedback and assessment. In addition to this, four types of orientations were discerned among those group of students; academic, personal, vocational, and social. All of these types have intrinsic and extrinsic forms except the personal and the social which had intrinsic forms only.

The study concludes with conceptual, methodological, and practical implications drawn from the findings. Perhaps the most important implication is the need to improve students' skills in self-regulation over the course of their studies. This research provides insights into the experience of learning of this group of students, at the same time it emphasises the need for more studies on this under-researched group of students.

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Declaration

Some of the contents of this thesis have been published in the following conference papers:

- Students' Skill in self regulated learning in Translation Studies in Saudi Arabia. *Paper presented at the 4th Saudi International Conference 2010, Manchester 29-31 July 2010.*
- Enhancing the Teaching of Translation in Three Contrasting Universities. *Paper presented at SRHE Postgraduate and Newer Researchers Conference 2007, Brighton 10-13 December 2007.*

Chapter 1

Introduction

1.1. Introduction

During the last decade, Higher education in Saudi Arabia has transformed from being something available to only an elite minority of 18-21 year olds to a mass form of higher education in which a growing percentage of the population is involved. As noted by Albalawi, the number of students admitted to Saudi higher education institutions, for example, has increased by more than 63% in just three years, from 68,000 in 2003 to 110,000 in 2006 (Albalawi 2007). Moreover, the number of universities has jumped from 15 to 32 within the last seven years (MOHE 2011). However, there has been no study describing students' learning, orientation towards education, or their perceptions of Teaching-Learning Environments (TLEs) in the Saudi context. In addition, the number of teaching staff has increased by more than 77% to reach 49,528 in 2010; leading to a situation in which there were more students per teacher at a ratio of 20:1 in 1998 (Al-Ankary 1998), compared to 15:1 in 1986 (Saleh 1986). Thus, students are likely to receive less individual attention and less assessment by their teachers, and this puts more pressure on them to regulate their own learning. This is a situation that has led the system to fall under attack from the media and local communities (Alkhazim 2003), due to the fact that every year, it is consuming more of the national budget without any clear indication of improving effectiveness (Alnaiem 2005, 2006). In fact, claims are continually levelled regarding the ineffectiveness of the system, although as yet there is no definitive research evidence to support these claims (Alnaiem 2004).

1.2. Study Rationale

Although Translation Studies is now widely taught in universities around the world, there is hardly any literature on teaching translation (Newmark 1991). The classical debate in translation has been whether it is a gift, something intrinsic to certain individuals, or whether it is a skill that can be taught and improved upon. Therefore; it is not strange to find translation studies works entitled “Is translation teachable?” (Azzizdin 2006), “Can translation be taught?” (Franklin & Klein-Braley 1991), and “Should we teach translation?” (Hendrickx 1975, cited in Al-Faifi 2000). However Al-Faifi (2000) has argued that: “the view that translating is an art which cannot be communicated and taught is gradually dying out. It is therefore obvious that training should enable students to translate with great efficiency and care” (Al-Faifi 2000:23).

Nowadays there are many translation programmes in the Arab world, either offered by independent institutions or within university departments (Baker 2001). Saudi Arabia is no exception to that trend, yet all the translation programmes in Saudi Arabia are located in university departments. Reliable figures are very difficult to come by, but my estimate based on experience is that it is taught at more than half of the universities in Saudi Arabia. With the expansion of higher education in Saudi Arabia, and consequently the expansion of translation programmes, questions are being asked about the effectiveness of both. Although the present study is not attempting to definitively answer such complex questions, it is intended to contribute to a greater understanding of the situation that exists within Saudi Arabia’s higher education setting.

Personal experience

As a teacher of translation studies, and before that a student of translation studies, I often found myself asking questions about the teaching methods being pursued and attempting to understand what makes for good teaching and learning in translation studies. As a student, I started my studies at the university with high expectations of a challenging and rewarding learning experience. Soon these expectations vanished as I encountered few differences between the University setting and the way I had

been taught at high school. In both cases, I found that the teacher took strong control of the learning process. Now that I am a university teacher myself, I find little has changed: my students expect me to provide them with everything from motivation to detailed guidance about how they should study outside the classroom. This is not a unique experience since I often hear the same complaint from my fellow teachers about students' inability to manage their own learning. This is a situation in which teachers and students blame one another, and one in which a proposed solution is not evident.

1.3. The scope of the study

The present study explores the experience of groups of Saudi students in three translation departments. It mainly focuses on the students' perceptions of their teaching and learning experiences as undergraduate students. In addition, there is an emphasis on the students' self-regulation strategies. This is a deliberate strategy to address some of the concerns in the literature about the lack of focus on such strategies. To the best of my knowledge no study in Saudi Arabia has addressed these issues to date. As mentioned above, with the huge expansion of the Saudi higher education sector, the ministry of higher education is rightly addressing the issue of quality by pursuing a number of different projects. It seems, however, there is a missing link in these projects; namely the student dimension. Almost all of these projects focus on external factors such as academic accreditation, and staff publication records, and seem to neglect the students as both consumers and end product. In fact, the exploratory methodology focusing on students' perspectives used in this study makes it one of the first studies of its kind to be undertaken in Saudi Arabia. Alebaikan (2010) claimed that in the field of the Saudi higher education, there are no known exploratory studies, since the research mainly takes on the form of confirmatory studies and quantitative methods. Moreover, to the best of my knowledge, in the field of translation studies, there are very few studies that focus on the learning experience of the students, and most of these studies employ the think aloud protocol (TAP) as is apparent in Chapter two.

1.4. Background

Saudi Arabia

To understand the programmes currently being studied in Saudi Arabia, we first need to explore the political and economic situation surrounding the origination of these programmes. Bryman (2004) emphasises the importance of “the contextual understanding of social behaviour”. He argues that “we cannot understand the behaviour of members of a social group other than in terms of the specific environment in which they operate” (Bryman 2004:281). The Kingdom of Saudi Arabia was established in 1932 by King Abdu-al-Aziz Bin Saud, who spent thirty years consolidating his mission to unify and establish the Kingdom. Saudi Arabia is the cradle of Islam and the location of the two holy places in Islam; the Holy mosques in Makkah, and the Prophet’s mosque in Medina; sometimes the country is referred to as the land of the two holy mosques. The King of Saudi Arabia has adopted the title of “*The Custodian of The Two Holy Mosques*”. The country is overseen by the monarch who is both the Head of State and the Prime Minister. The crown prince and ministers are appointed directly by the King. There is also a consultative council (*Majlis Ash-Shura*) with 150 members, also appointed by the King (Consultative Council 2011).

The country consists of 13 administrative provinces (*Emirates*) but has a centralised government planning and financial system (Saudi Arabian Embassy). Each emirate includes a number of governorates, 118 in total. As of 2010, the population of the Kingdom had reached 27.1 million (CDSI 2011) compared to 19.9 million in 1999 (see table 1.1), 8.4 million of whom are not nationals. More than 8.5 million of the population lives in the two major cities; Riyadh the capital, and Jeddah. The population growth rate is currently about 3.2%, which is classified as a high population growth rate. About 37.2% of the Saudi population are under the age of 15, and 59.3% are of working age (between the age of 15-64). The majority of the population led a nomadic lifestyle until the 1960s. At present, due to rapid economic and urban growth, more than 95% are settled. During the 1970s and 1980s the

government invested about US\$ 900 billion in building the country's infrastructure, which led to a remarkable transformation from a rural to an urban society over an exceedingly short period of time (Alkhazim 2003). The Saudi centrally-planned economy is primarily petroleum-based, with the oil industry contributing to about 90% of export earnings, and 75% of budget revenues. Because of current oil prices and the direct involvement of the country in the 1992 Gulf war, the country is facing difficulties in maintaining its level of economic wealth. Its per capita income fell from a high of \$11,700 in 1981 to \$6,300 in 1998. However, increases in oil prices in recent years helped boost per capita income to about \$20,300 in 2007 (Economy Watch 2010). From these figures, it is apparent that the country's economy and population are both young and both developing very fast. This development affects every aspect of government policy including higher education. Higher education needs to cope with the swift development in order to help the population to function effectively. The present study contributes to this end by providing stakeholders in the Saudi higher education sector with an insider view of how students perceive their own experience of studying at its higher education institutions.

Table 1.1 Saudi Arabia Profile

Founded	1932
Area (km²)	2,149,690
Total population in millions(2010)	27,136
Population below 15 years (2007)	32.5%
Population 65 years and over (2007)	3.5%
Population growth rate (2004 -2010)	3.2%
Gross domestic product (GDP) in US dollars (2009)	14,094
GDP growth rate (2009)	0.6

Higher Education in Saudi Arabia

It is very important for anyone examining education in Saudi Arabia to understand that it is based on the fundamentals of the Islamic heritage and thus it is not

uncommon to find references to Islamic principles within the educational system. Some of these references are explicitly stated in the goals set out for higher education in Saudi Arabia. Among these goals are the following:

1. Developing loyalty to God and providing an Islamic education, which makes the student responsible before God and puts his capabilities to fruitful and useful actions.
2. Preparing competent and qualified citizens to perform their duties in the service of their country for the progress of their nation in the light of sound Islamic principles and ideology.
3. Performing activities and publications to bring sciences into the service of Islamic thought and to enable the country to perform its leadership role in building human civilisation based on Islam's genuine principles that steer mankind to righteousness and spare humanity material and atheistic deviations (Saleh 1986).

The emphasis on Islamic principles in Saudi higher education is not surprising for a number of reasons. The first one is that the Saudi law is derived from the Islamic law or *Shariah* (Alkhazim 2003), which by necessity is applicable to everything in life, including education. Another reason is that all Saudi citizens are Muslims and for them Islam is not only about religious rituals, rather it is a way of life as described in the Holy Qur'an ([162] Say: Truly, my prayer and my service of sacrifice, my life and my death, are (all) for Allah, the Cherisher of the Worlds) (Chapter: 6). Everything, literally, is measured against the rules of Islam to determine its status. Therefore, the section below presents a brief account regarding the Islamic perspective on knowledge.

Islamic perspective on knowledge

Knowledge is highly regarded in Islam. In fact the first word that was revealed to the Prophet (Peace be upon him) was a call to "read". The two main sources of legislation in Islam are the Qur'an and the *Sunnah* (the tradition of the Prophet peace be upon him). Both of these sources are replete with references to knowledge and

education. The word Qur'an is in fact derived from the word reading (Saleh, 1986). In the Qur'an, for example, the word *Ilm* (knowledge) and its derivatives are mentioned in more than 780 verses (Golshani 2002). As for the Sunnah, the compilers of the two most authentic books of Sunnah, Albukhari and Muslim, designated a separate chapter in each book under the title "the book of *Ilm*" (Knowledge).

The argument for emphasising the importance of knowledge in Islam is simple; the more you contemplate and seek knowledge the more your belief in the greatness of Allah increases as stated in the Qur'an [28]: 'Those truly fear Allah, among His Servants, who have knowledge: for Allah is Exalted in Might, Oft-Forgiving.' (Chapter: 35). Islam urges its adherents to seek out knowledge. Saleh (1986) shows that the Qur'an invites people to contemplate and study the universe [183] 'Do they not contemplate the Kingdom of Heaven and the things which God has Created'. In another verse Allah said [114] 'High above all is Allah, the King, the Truth! be not in haste with the Qur'an before its revelation to thee is completed, but say, "O my Lord! advance me in knowledge."' (Chapter: 20). In some narrations, the Prophet said that "seeking knowledge is obligatory for every Muslim". Islam stresses the importance of spreading knowledge among people. It is obligatory for anyone who possesses useful knowledge to spread it amongst other people. If they keep it to themselves, they will face severe punishment.

The Organisation of Higher Education in Saudi Arabia

Based on this firm belief in the importance of knowledge, the first formal educational institution in Saudi Arabia was established in 1922, prior to the unification of the Kingdom. The first university in the Kingdom, King Saud University, was established in 1957 with 21 students and 9 staff. The ministry of higher education was established in 1975. Before that date, universities were regulated by the ministry of education. In addition to the universities, other forms of higher education began to flourish in Saudi Arabia; these included institutions such as teachers' colleges, military colleges, and girls' colleges. The Supreme Council of Higher Education (SCHE) supervises higher education in Saudi Arabia, and the King is its chairperson. Other members are the Minister of Higher Education, the rectors

of the universities' and representatives from other educational sectors. The main responsibility of this council is to regulate and supervise the higher education system at the national level. One of the most cited achievements for the SCHE has been the establishment of unified higher education regulations and policies (Alkhazim 2003). However, some have criticised this achievement as destructive, since it does not allow individual universities to formulate unique identities, which creates a situation in which all of the universities in Saudi Arabia are replicas of each other (Alissa 2011). Moreover, the Minister of Higher Education is the chairperson for all the higher councils of all universities. The higher council of the university is responsible for overseeing a wide range of issues, including appointing faculty members, approving textbooks, approving curriculum, scholarships, policies of admissions and graduations and other issues (Alkhazim 2003). Although the Minister of Higher Education is the representative of higher education on the Ministers' council, in reality he supervises only the universities. The other colleges are managed directly by various relevant governmental sectors (Alkhazim 2003).

Development of Higher Education in Saudi Arabia

The history of higher education in Saudi Arabia can be divided into three stages:

- The primary stage (1934-1955): a school was established in 1934 to prepare Saudi students to study abroad. Graduates from the school were given scholarships to study at universities abroad. Then an Islamic law college was established in 1949, and teacher's college in 1952. Both of these were in Makkah. In Riyadh, a college teaching Islamic law was opened in 1953, and a college for the Arabic language in 1954. Finally, the King Abdulaziz military college was established in 1955.
- The second stage (1956-2003): the universities were established; beginning with King Saud University in Riyadh in 1956. The Ministry of Higher Education (MoHE) was established in 1975. Other universities were founded after that time, and the last of this swathe of what is often called the old universities was King Khalid University,

which was established in 1998 in the Southern province. Although it seemed that these universities were able to meet the demands of the Saudi community at that time, there was in fact a burgeoning admissions crisis towards the end of this era.

- The third stage: a huge expansion of the higher education system has begun; more than sixteen new universities were established within a period of less than seven years between 2003 to the 2009. Since this great expansion reflects the current situation in Saudi Arabia, it is discussed further below.

The Great Expansion

As mentioned above, after the establishment of the seven universities, there was a period of relative stasis in the Saudi higher education system, during which time the demands of the Saudi community at that time seemed to have been met. However, due to the high population growth rate, and the fact that the majority of the population are still very young, these institutions quickly proved insufficient to meet the great demand amongst the community. Around 1990, a serious problem faced the Saudi higher education system as high school graduates were finding it very difficult to pursue higher education because of the limited spaces at universities. The MoHE responded by asking universities to increase their admission capacity; however, the universities were not able to respond to this request adequately for various reasons, among them a shortage in numbers of teaching staff. What made the situation worse was that expert teaching staff were leaving the higher education system because it was felt to not offer an attractive work environment, nor was it financially rewarding. Many former teaching staff escape to the private sector, which offers greater rewards than the public sector.

At the turn of the new century, it was evident that the current institutions were not able to respond to the demands for higher education within the community. A new wave of expansion was provoked, beginning in 2003. This resulted in more than sixteen universities being established in less than seven years. It also saw for the first time, a number of private colleges and universities emerge. More than twenty private

universities arose, since they were allowed to operate as profitable organisations from 2004. Another point worth mentioning here is that the old universities were present in only four out of the thirteen administrative areas in Saudi Arabia; two in the Riyadh area, two in the Makkah area, two in the Eastern area, and one in the Medina area. This is because these areas are the most highly populated areas in Saudi Arabia. Riyadh for example, according to the latest statistics has a population of almost 6 million, almost a quarter of the population of the whole country (CDIS 2010). However, this distribution left other areas without any universities or even higher education institutions. The result of this lack of a proper higher education system meant that high school graduates in these areas were forced to move to other areas of the country to continue their education. This was a luxury not available to everyone. However, following the 2003 expansion most of the new universities were established in suburban areas rather than the more densely populated areas, and now they are present in all of the thirteen administrative areas. This factor has also been influential in contributing to slowing down migration from suburban to urban areas. This most recent expansion is not just about the number of institutions; it is also concerned with the programmes of studies on offer. For example, there were only five medical related colleges before the expansion, now there are almost 52 medical colleges, offering more than 300 programs of study (Alissa 2011).

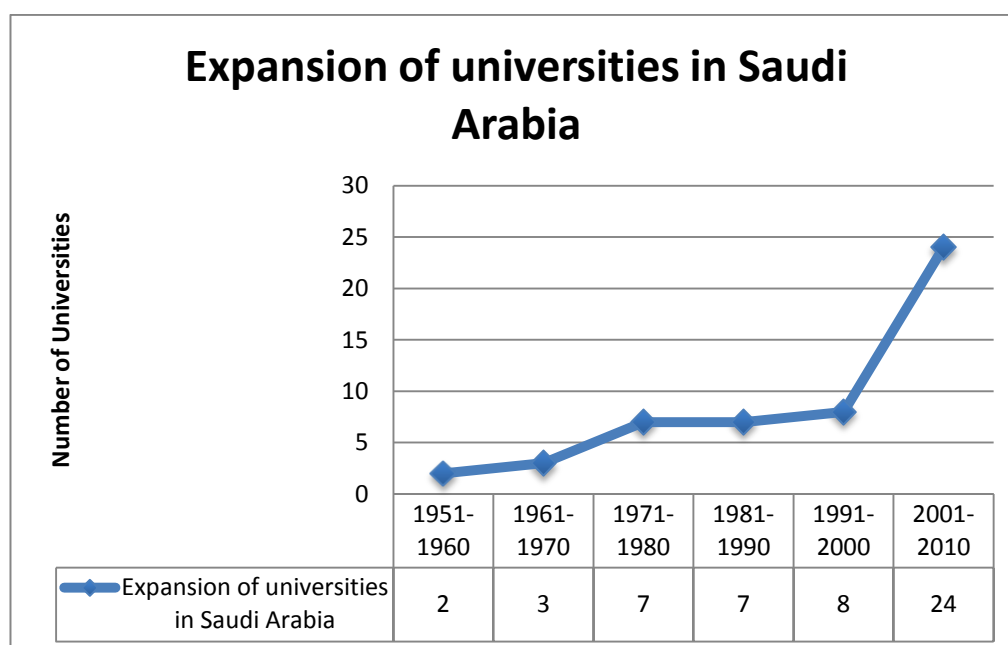


Figure 1.1Expansion of Saudi Public Universities (MoHE 2011)

As a result of this great expansion, the number of students registered in higher education has risen dramatically from 59,944 in 1980 to 757,770 in 2009 (See table 1.2). Correspondingly, the number of teaching staff has also risen, from 6,169 in 1980 to 41,589 in 2009 (MoHE). Moreover, the number of Saudi students sent abroad rose from 3000 in 2005 to more than 106,000 in 2011 (Arab News). As a consequence of this expansion the budget for higher education in Saudi Arabia increased from US\$ 15 million in 1965 to 1.6 billion US dollars in 1995, and further to US \$15 billion in 2007 (Krieger 2007).

Table 1.2 Higher education profile in Saudi Arabia (MoHE)

Number of Public Universities	24
Number of enrolled students	757,770
Student cost per year	US \$8,000–10,000
Academic staff	41,589
Academic staff with PhD	44% of academic staff
Academic Saudi National staff	62% of total academic staff

When discussing the development of higher education in Saudi Arabia, two other developments are often mentioned by commentators: the King Abdullah Scholarship programme, and the King Abdullah University for Science and Technology (KAUST). The King Abdullah scholarships programme was begun in 2005 by the MoHE to address the problem of the inability of higher education institutions to accommodate the increasing demands of the Saudi community for higher education. As a quick response to this problem, the King agreed to a programme in which Saudi students are provided with scholarships to pursue their higher education studies abroad. More than 70,000 students were sent abroad to study in more than 34 countries around the world. By 2009 the total cost of this programme had exceeded \$2 billion (Alwatan newspaper 2009).

The other development to policy was represented by the establishment of the King Abdullah University for Science and Technology (KAUST). The university was

established as a graduate university and research centre. The strategy has been to offer this particular university all it needs to rise to be among the top universities in the world. Students from around the world were offered scholarships to pursue their research at the university, the aim being to attract world research leaders in different fields. They were offered large financial incentives; some commentators claim the university to be operating on a budget of US\$10 billion, making it the world's sixth wealthiest university even before it opened in 2009 (Krieger 2007). The reason for discussing this particular university separately from the other universities is that KAUST, unlike the other universities, is not regulated by the MoHE. This was a deliberate decision; the aim of which was to provide the university with whatever was necessary for it to rise to be among the top universities in the world; notably for the first time in Saudi higher education history the principal of the university is not a Saudi.

As can be seen from the discussion above, Saudi higher education has transformed beyond recognition over the last eight years. With all the money spent on higher education, media commentators and people in general have begun to question the effectiveness of the system; asking whether it is delivering on its stated mission and meeting its targets or not. In response to these concerns, the MoHE began a project called Aafaq (Horizons). As explained by the organiser of this project: "The main objective of the Aafaq project is to promote the efficiency and effectiveness of the higher education system in Saudi Arabia, through the preparation of an ambitious, futuristic, practical, and long-term plan that identifies vision, value, standards for performance measurement, and resource requirements" (Aafaq 2008).

University Students

All stages of education in Saudi Arabia are free. In the stages before higher education, the government also provides students with free textbooks. These textbooks are authored by special committees assigned to each field. At the higher education stage, the textbooks are not free however the government provides students with a monthly allowance of SR 1000 (equal to almost £160). The aim of

this allowance is as an incentive for students to join higher education. Despite the fact that admission rates are now high and no such incentive is required, the government continues to pay this allowance. It is likely that the allowance has come to be viewed as a right rather than as an incentive. Moreover, due to the centralisation of the universities over the past decade, most students come from distant cities and require some financial support if they are to pursue their studies. Nowadays there are some voices questioning whether this allowance should continue or not (See , for example, Alissa 2011).

Although there is a huge expansion of the higher education institutions in Saudi Arabia, not all school graduates are admitted to the system. According to Alghamdi (2007) in 2007, 91% of high school graduate were offered places, but in 2008, only 86% of graduates were offered places (Alshammari 2008). This is not an unexpected phenomenon, considering the population growth rate. However, by international comparison, this rate is still considered very high. The rate of enrolment, for example, in the USA in 2008 was 68.6% of high-school graduates (the Wall Street Journal 2010).

Another important point to mention here is that students are not offered the opportunity to develop their skills in self-directed learning in Saudi schools (Al-Saadat 2006 cited in Alebaikan 2010). At the same time, most of the commentators and even officials in the education sector in Saudi Arabia have criticised the most dominant teaching method for being relying heavily on rote learning without activating and using critical thinking skills (see, for example, Alissa 2011; Krieger 2007); however in the absence of sound research investigating these issues, these remains mere speculations.

Against this background, the present study explores the perceptions of the students focusing on their experiences of studying in the Saudi higher education system. While the strongest focus of the present study is on exploring students' skills in self-regulation, this will be presented as one aspect of the approaches to studying translation studies. Another two related aspects will be explored as well; teaching and learning environments (TLEs) and orientation towards education. It is

anticipated that the present study will provide interested parties with an invaluable view from inside the system, which will contribute to any intended reforms.

1.5. Structure of the thesis

This first chapter has introduced the thesis and set the scene for the research. It provides the rationale for conducting the research and also has explained the significance of it. Moreover, it has provided the reader with extensive background information about the context of the study. This level of detail seems to be important because the context of the study is under-researched and by giving these details, it is hoped that the reader will be able to place this study in the appropriate context. Unlike the Western or Chinese contexts, there is very little research into the Saudi context. Furthermore, people in Saudi Arabia have often complained about the misrepresentation of the country in the global media across the world. Chapter two provides a review of the literature related to the current study. This chapter begins by providing some background information regarding the body of research known as Student Learning Research (SLR). This includes research on approaches to studying, self-regulated learning (SRL), TLEs, and orientation towards education. In the third section of this chapter, research on learning in translation studies is presented to reflect the general trend in this kind of research. The chapter concludes by providing a summary of the overall literature identifying the gap in the literature which is filled by this study.

Chapter three provides details about the research design and analysis. It begins by providing details of the research questions, followed by a presentation of the methodological framework for the research. Following this, details of the design and analysis of the inventories are presented, as are details describing the design and analysis of the qualitative data. The chapter concludes with a discussion of the ethical issues related to the study.

Chapter four describes the inventories. In this chapter, the inventory used for the research is presented. The analysis of the inventory data is then presented. Different

techniques used in the analysis are discussed, and finally the chapter concludes with a summary of the quantitative findings.

Chapter five discusses the qualitative data and specifically the interview data. In this chapter, approaches to studying, including self-regulation strategies, TLEs, and orientations to education among this group of students are explored. The final section of the chapter is an overall reflection regarding the findings from this chapter.

In chapter six, a portrait of six students, two from each institution was constructed to give a holistic account of how students have gone about their learning at the three institutions.

Chapter seven, which is the final chapter of the thesis, is the discussion chapter, introducing the implications of the findings. Methodological and conceptual implications from the quantitative and qualitative data are presented here also. These are followed by practical implications. Then the limitations of the study are presented along with suggestions for further research.

Chapter 2

Literature Review

2.1. Introduction

In this chapter, a review of the relevant literature will be presented. The first part will examine the literature related to what is now known as student learning research (SLR); an area that covers research into approaches to studying, and research on self-regulated learning. Both of these concepts will be brought together to form the modified definitions for the approaches to studying that will be considered within the present study. The SLR review also covers two other themes; Teaching-Learning Environments (TLEs), and Orientation towards education. As a review of the literature related to the teaching of translation will also be presented, it is worth mentioning here that most of the studies, especially studies which are related to SLR, are taken from non Arabic cultures. This further emphasises the importance of the present study as one of the very few exploratory studies investigating students' learning in Arabic culture.

2.2. Research into students' learning

This research follows the tradition of what is known as research into student learning (see, for example, Beaty et al. 2005; Biggs, 1987, 2003; Entwistle & Ramsden 1983; Marton, Hounsell, & Entwistle 1984, 2005; Marton & Säljö 1976, 2005). Before this body of research was established, researchers looking into students learning in higher education rarely considered students' own perceptions of their experiences as of relevance. This lack of knowledge of students' learning "meant that assumptions about what teaching entails and what the roles and responsibilities of a teacher in

higher education are have sprung from a less than complete view of the teaching – learning process” (Hounsell 2005:239). As noted by Entwistle (2002), research in this area has shown that practices differ in and between disciplines, and therefore there is no single way to define best practice (Entwistle, McCune, & Hounsell 2003). Good practices “occur where the learning environment has been thoughtfully designed to achieve the specific objectives of a course in ways which suit most of the students” (Entwistle 1998:107).

There are many influences on the quality of students’ learning including students’ study approaches, self-regulation, their perceptions of the teaching and learning environment, and their learning orientations (Entwistle, McCune, & Hounsell 2003). This study will examine all of these factors with extra focus on the factor of self-regulation. One of the reasons for focusing on self-regulation is its central role in good teaching and good learning. Many researchers have emphasised the importance of students adopting responsibility progressively for their own learning over the course of a degree programme. Gibbs (1981), for example, claims “the meaning of learning itself changes. Students have to become independent not only in their self-discipline and self-organisation in order to cope with studying, but also, ultimately, in their epistemological stance” (Gibbs 1981:vii). For him good learning requires “personal autonomy and responsibility from the learner”, and good teaching involves “giving responsibility” for the process of development as a learner to the student (Gibbs 1981). Ramsden also agrees that “good teaching fosters this sense of student control over learning” (Ramsden 2003:97). Yet it seems that relatively little research has been done on self-regulated learning in higher education, which has led some researchers to push to add emphasis to this concept (for example, Entwistle, McCune, & Hounsell 2003). Therefore, this study will respond to this call by adding more emphasis on the exploration of self-regulation. This focus on self-regulation herein will draw particularly on the works of Pintrich and others in North America, and Vermunt in the Netherlands.

In the subsequent sections, reviews of the literature related to the aforementioned aspects of students’ learning will be presented.

2.2.1. Approaches to studying

Pioneer studies

This concept was introduced in the 1970s in Gothenburg in Sweden (Marton & Säljö 1976). Thirty volunteers were asked to read an article about reforms in Swedish universities and then they were interviewed about their understanding of the article and how they read it. Marton and Säljö found that there were qualitative differences among the students in regards to their understanding of the meaning of the article; some of them had completely misunderstood the article, whereas others had fully understood it. The qualitative differences in outcomes noted were shown to be related to qualitative differences in the way the student went about reading the article (Marton, 1976; Marton & Säljö 1976; Marton & Säljö 1997). They originally referred to the skill at the crux of the distinction as *deep-level processing*, which was defined by students paying attention towards comprehending the message of the author; with its contrast being *surface-level processing*, where attention is on the text itself and the reproductive conception of learning (Marton & Säljö 1976). Following suggestions made by Entwistle, Hanley and Hounsell (1979), these two levels are now referred to as ‘approaches to learning’ rather than ‘levels of processing’ because the term ‘processing’ did not capture the intentional component of the students’ ways of learning.

Marton claimed that there was a relationship between levels of processing and levels of outcomes. He claimed that the deep-level processing is related to achievement of the highest outcome, while surface-level processing is related to the lowest outcome (1975).

Later studies

The original work of Marton and Säljö has attracted many researchers in this area. An extensive body of research was formed across different contexts in different

countries. The research method used for the original research was developed by subsequent researchers and is now well established and known as 'phenomenographic'. Marton defines phenomenography as "the empirical study of the differing ways in which people experience, perceive, apprehend, understand, conceptualise various phenomena in and aspects of the world around us" (1994: 4424-4429). The assumption here is "that ways of experiencing represent a relationship between the experience and the phenomenon being experienced, leads to the expectation that different ways of experiencing will logically be related through the common phenomenon being experienced" (Akerlind 2005: 322). Therefore the aim is to constitute a structure that logically relates the different meanings of collective rather than individual experience (Akerlind 2005).

Subsequent research on approaches to studying used inventories with large numbers of students across different disciplines to explore the students' approaches to learning (e.g. Biggs 1987, Tait & Entwistle 1996). One of the most important studies in this area was conducted by Entwistle and Ramsden at Lancaster University. In addition to large-scale quantitative data collection across different departments and universities, these authors interviewed 57 students about their ways of performing every-day academic tasks. Unlike the Gothenburg studies, which were carried out in a naturalistic setting, this study focused on academic day-to-day activities. In addition to the deep and surface approaches, Entwistle and Ramsden identified a third approach which they called *the strategic approach* (Entwistle & Ramsden 1983). This third approach was also described by Biggs in Australia, however he referred to it as *the achieving approach* (Biggs 1987). The reason for introducing this third approach was to capture the actions of those students who adjust their method of study in response to the demands of assessments; aiming to do whatever is necessary to get the highest possible grades. This approach is characterised by the systematic organisation of study, careful time management, and targeted effort and concentration (see Table 2.1) (Entwistle 2009). Table 2.1 shows the defining features of all three approaches.

Subsequently, however, Entwistle and McCune asserted that the term approach was not appropriate to describe what they saw as a strategic (achieving) orientation. They

argued that, unlike the surface and deep approaches which are concerned with how the students tackles the learning task, the strategic (or achieving) orientation is mainly concerned with study organisation, and management of time, effort and concentration. Therefore, it could be applied to either a deep or surface approach rather than representing a position distinct from both of them (Entwistle 2009). This made it illogical to conceptually place the strategic orientation as a comparator to the surface and deep approaches (Entwistle et al. 2003; Rui 2006).

Table 2.1 Definitions of approaches to learning.

Approach	Deep	Surface	Strategic
Intention	to understand ideas for yourself	to cope with course requirements	to achieve the highest possible grades
Strategies	<p>Relating ideas to previous knowledge and experience.</p> <p>Looking for patterns and underlying principles.</p> <p>Checking evidence and relating it to conclusions.</p> <p>Examining logic and argument cautiously and critically.</p> <p>Becoming actively interested in the course content.</p>	<p>Studying without reflecting on either purpose or strategy.</p> <p>Treating the course as unrelated bits of knowledge.</p> <p>Memorising facts and procedures routinely.</p> <p>Finding difficulty in making sense of new ideas presented.</p> <p>Feeling undue pressure and worry about work.</p>	<p>Putting consistent effort into studying.</p> <p>Finding the right conditions and materials for studying.</p> <p>Managing time and effort effectively.</p> <p>Being alert to assessment requirements and criteria.</p> <p>Gearing work to the perceived preferences of lecturers.</p>

Source: Adapted from Entwistle 1997, Table 1.1:19

Achieving or self-regulatory strategies?

Some researchers have drawn attention to the distinction between cognitive processing strategies and regulatory strategies (Biggs 1988; Vermunt & van Rijswijk 1988; Vermunt 1996; Zimmerman 1989). Vermunt explained that regulatory activities are directed at orienting to the learning task, monitoring progress, identifying difficulties, adjusting the learning process whenever necessary, evaluating, and reflecting on their own cognitive and affective strategies (Vermunt 1996). This distinction between cognitive processing strategies and regulatory activities seems to have stimulated a growth in interest in the latter. Different studies had investigated the metacognitive regulation aspect alongside cognitive processing strategies and study motivation. One of the most important aims of these studies has been to develop a second generation conceptualisation of student learning focused on cognitive, metacognitive, and motivational components and their relationships (Entwistle & McCune 2004; Vermunt 1996; Vermunt & Vermetten 2004). Because of the distinction made between the regulative and cognitive processing strategies, the retention of the achieving approach has been abandoned by some key researchers, such as Entwistle (Entwistle et al. 2003; Rui 2005). This was justified by the overlap between the achieving approach and the regulation strategies. In a sense, both of them are concerned with study organisation. For these reasons, instead of considering the achieving orientation as an independent approach, the present study used a definition of an approach that belongs to this second generation of conceptualisations of student learning. In this case the definition of an approach will contain three parts; intention, cognitive processing strategies, and regulatory strategies. Therefore, it is worthwhile considering the literature on self-regulated learning in order to provide a more thorough understanding of this concept.

2.2.2. Self-regulated learning

The literature on self-regulated learning (SRL) is an offshoot of the wider body of literature describing self-regulation. There are many models of self-regulated learning (such as Boekaerts & Niemivirta 2000; Zimmerman 2000). Pintrich (2000)

compared these different models of self-regulated learning, and identified some common assumptions among them, evolving this definition of self-regulated learning: “it is an active constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual features in the environment” (Pintrich 2000: 453). This definition is similar to Zimmerman’s definition of SRL: “In contemporary terms, students can be described as self-regulated to the degree that they are metacognitively, motivationally, and behaviourally active participants in their own learning process” (Zimmerman 1989:4). In other words, SRL is about regulation on three levels: cognitive, motivational and behavioural (Pintrich 2000).

It is important to note that students do not self-regulate all dimensions at all times, rather different levels and types of regulation are possible. Zimmerman introduced a three-phase model of SRL, the three stages being: forethought, performance or volitional control, and self-reflection phase (Zimmerman 2000). The forethought phase refers to processes that set the stage for action, the performance or volitional control phase refers to processes that occur during learning and affect attention and action, while in the self-reflection phase the learners respond to the consequences of their efforts (Schunk & Ertmer 2000).

Researchers have identified many influences that affect self-regulation such as self-efficacy, goals, outcome expectations, self-monitoring, self-perception of progress, strategy use, motivation, and self-evaluation (Schunk & Ertmer 2000). Self-efficacy operates on all phases of self-regulation, as reported in the overview of research into self-efficacy: “Effective self-regulation depends on feeling self-efficacious for using skills to achieve mastery” (Schunk & Ertmer 2000).

Goals are crucial to self-regulation because they provide standards for the students to apply to measure their progress (Schunk & Ertmer 2000). Researchers such as Pintrich have identified two models of goal orientations; Mastery and Performance orientations. The Mastery orientations are concerned with the development of knowledge, skills, and competence. Students who adopt mastery goals are more likely to engage in more self-regulated learning (Pintrich 2000). On the other hand,

students adopting performance orientations are focused only on outperforming their peers on academic tasks. In general there is a negative relationship between performance goals and self-regulated learning (Pintrich 2000). Outcome expectations are important since learners “engage in activities they believe will lead to positive outcomes” (Schunk & Ertmer 2000: 635). Self-regulation involves the use of effective strategies in a skilful way. Although students can be taught how to use effective strategies, which will raise their achievement level, this does not guarantee that the students will continue to use them (Schunk & Ertmer 2000).

Students’ attributions play an important role in self-regulation. Students who attribute success to ability, skills, effort, and effective use of strategy, rather than factors over which they have no control, would be expected to experience higher self-efficacy and so maintain motivation. However, if they believe they lack the ability to do well, then they will not be motivated to work harder (Schunk & Ertmer 2000). Self-evaluation maintains students’ self-efficacy and motivates them to continue to work harder.

Vermunt, a well-known researcher in the area of self-regulation in higher education in the European context, explored students’ skills in self-regulation based on a series of studies with a large number of students from both an Open University and a regular one in The Netherlands (1996, 1998). He distinguished between three types of regulation; self-regulation, external regulation, and lack of regulation. In the self-regulation model, the students plan, diagnose, and adjust their cognitive processing strategies to achieve personally desirable outcomes. While in the case of external regulation, students use external regulation devices such as didactic aids provided by the course or their teachers. In the third situation which is lack of regulation, the students neither took control of the regulation of their learning, nor were they led by external devices. Based on extensive interviews with students from different institutions, Vermunt developed an inventory to measure four constructs of students’ learning: study activities in the processing of course content, the regulation of learning, study orientations, and students’ conceptions of learning, education and cooperation. This inventory is named the Inventory of Learning Styles (ILS) (Vermunt 1994).

When it comes to the regulation of learning, teaching and learning are not always compatible (Vermunt & Verloop 1999). According to Vermunt and Verloop (1999), teaching methods can be placed on a continuum ranging from very strongly teacher-regulated to very loosely teacher-regulated. All mid positions are possible across this dimension. For reasons of clarity, three positions were chosen: strong teacher control, shared control, and loose teacher control. Similarly, students' self-regulation can be represented by a scale ranging from very little to very high with all intermediate positions possible. For reasons of clarity, three positions are singled out; high degree of self-regulation, intermediate degree, and low degree of self-regulation.

Teaching strategies and learning strategies are not always compatible. Congruence occurs when students' learning strategies and teachers' teaching strategies are compatible; friction arises when they are not. Friction can be divided into constructive and destructive friction. Where there is constructive friction, students are challenged to increase their skill in terms of their learning or thinking strategy, which might be necessary to stimulate them to develop skills in the use of learning and thinking activities that they are not inclined to adopt independently. On the other hand, destructive friction might occur when there is too little support provided for students, leaving them unable to bridge the gap to match the type of learning required of them in higher education (Entwistle, McCune, & Hounsell 2003). Also, destructive friction may occur if the teacher takes too much control of the learning process, so that it restricts the students' skills in terms of managing their own learning. In both cases, destructive friction may cause a decrease in learning or thinking skills. Current learning and thinking skills are not called upon and potential skills are not developed (Vermunt & Verloop 1999).

After reviewing the literature afforded by the approaches to studying and self-regulated learning, both of them will be combined together to form the modified definitions of the approaches to studying that will be used in the present study.

Modified definitions of deep and surface approaches to learning and studying

Different aspects of the possible approaches have been discussed in the previous sections. As mentioned above the definitions of the approaches to studying adopted in the present study belong to a second generation of conceptualisations of students' learning. From the literature mentioned earlier, one can form a broad picture of what such approaches mean. The following paragraphs describe the general characteristics of each approach based on the literature reviewed earlier:

Deep approach: is meaning directed. The central part of this approach is the intention to form a personal understanding of the task. This plays an important role, and brings into play different associated processes, such as relating ideas and establishing connections with previous knowledge. In addition, it necessitates organisation of ideas, and it is usually connected with effective time management and study organisation. Self-regulation is an essential part of this approach, where students are expected to take over most of the regulatory process from the teacher.

Surface approach: Unlike the deep approach, the main intention of this approach is to do the minimum requirements, or avoid doing a task altogether. It involves lower intellectual activities such as rote learning which have little to do with personal understanding of the topic. It does not involve an intensive use of available resources. Lack of regulation is a typifying characteristic of this approach; in which students neither regulate their own learning, nor are led by external regulation.

The qualitative distinctions between these two approaches come from different contexts and are perceived through different methods of investigations. Although different contexts reveal different cognitive processing strategies, they are almost all in accordance with one another on the intentional aspect of each approach.

Teaching self-regulated learning

Different types of intervention for the teaching of self-regulated learning

Zimmerman argued that self-regulatory process and strategy can be learned from instruction and modelling by parents, teachers, coaches and peers. What defines learning as self-regulated is a student's personal initiative, perseverance, and adaptive skills. They focus on how they activate, alter, and sustain specific learning practices in social as well as solitary contexts (Zimmerman 2004). Bolhuis argues that a learner's "ownership" of his or her own learning is a basic requirement when promoting self-directed learning. Teaching may help students to acquire the learning skills, attitudes and knowledge necessary to empower this ownership (Bolhuis 2003). Moreover, different studies have shown that interventions aiming at teaching students to use self-regulatory processes are possible and can also lead to gains in their motivation and achievements (Masui & De Corte 2005; Schunk & Zimmerman 1998; Volet 2009; Weinstein et al. 2000).

According to Simpson et al. (1997), these kinds of interventions can be divided into five general categories. The first one is called learning-to learn courses; these courses work by developing a repertoire of learning strategies which can be tailored and adapted to novel situations, and are aimed at developing students to encourage them to be more self-regulated learners. Studies investigating these courses have shown that they can increase exams-results, retention, and graduation rate significantly (Weinstein 1994; Weinstein et al. 1997). The second type is referred to as supplemental instruction; instead of targeting high-risk students, it targets high-risk courses. The concept of strategic learning is embedded either within the content of a specific course or in supplementary sessions, with the aim of improving students' grades for these specific courses. Although this type of intervention promotes academic success in relation to that particular course and seems to impact the grades obtained in it, learning strategies are less likely to be transferred to other courses because they are highly content specific. Consequently, these kinds of programs seem not to have a great impact on grades obtained in courses overall, only on the specific courses they are integrated into (Simpson et al. 1997). The third category is programs which are usually required for underprepared students. These

programs, such as bridging programs, are usually designed for certain groups of first year students to assist them in their preparations for college. Although these programs have the potential to focus on subject matter and content, most of them are more generic and focus on reading, writing and traditional skills. However, learning strategies are less likely to be transferred as a result of these programs, because of the lack of practice on concrete course work, and the gap in time between learning and the application of the strategies. The fourth category represents approaches integrating reading and writing. This approach emerged as a response to the increase in underprepared students entering universities during the Fifties and Sixties. Finally, the fifth category are learning assistance centres. These are academic assistance programs that have been combined and coordinated by learning assistance centres. Usually these centre offer self-paced and small group skill-specific programs that aim to improve reading, writing and traditional study skills.

It seems, from the literature, that the first two types are the most successful programs among the five types. By reviewing the literature on learning skills intervention programs, Hattie et al. (1996) concluded that the most successful programs are those in which learning strategies are embedded within the content of a course. On the other hand, Weinstein et al. (2000) argued that learning-to-learn programs have the greatest potential for positively impacting on academic performance. Therefore, most of the following review will focus on these kinds of programs.

Weinstein et al. (2000) described a method called the metacurriculum. In this method direct instruction, regarding motivational, self-regulatory and cognitive strategies as they particularly relates to their content areas, is embedded within the context of a class. This has the advantage of providing opportunities for the immediate application of a strategy. However, there are some problems regarding the implementation of such methods, among them the time factor, and the transfer issue. In the case of time, teachers often find that they have little time to cover the material on their course, they certainly do not have enough time to give strategy instruction. The other problem concerns the transfer issue, since these strategies are learned within a specific course, students need to acquire a deep understanding of the

strategies and how to use them in order to be able to apply them in other novel situations (Weinstein et al. 2000).

De Corte et al. designed an intervention program describing a learning environment for fostering metaknowledge and self-regulatory skills in university freshmen. This intervention is based on a framework called CLIA which targeted four interconnected components; Competence (in a domain), Learning (characteristics of effective learning process), Intervention (principles and methods guiding the design of learning environments), and Assessment (which is concerned with the forms of assessment for monitoring and improving learning and teaching) (De Corte et al. 2004:368). Several aspects of expertise namely metacognitive, affective, and connotative skills and related metaknowledge were integrated into the authentic instructional context of an experimental group of 47 first year students studying business economics. The intervention focused on the students' acquisition of eight regulatory skills that were taught in a series of ten sessions lasting 90 minutes each, supplemented by homework assignments aimed at practising and transferring knowledge and skills.

The results of the intervention were relatively encouraging; a positive relationship was observed between metaknowledge of self-regulatory activities and academic performance. Moreover, students were found to be more competent in learning in the sense that they transferred the regulatory skills acquired during the training to a course that was not involved in the intervention. In addition, they obtained better study results as measured by exam scores, pass rates, and study career success. In the first year, the experimental students also outperformed the control students in terms of overall results (De Corte et al. 2004).

Process-oriented instruction

Another model was pursued to promote self-regulated learning through process-oriented instruction or teaching (Vermunt 1995; Vermunt & Verschaffel 2002; Bolhuis 2003). The aim of this model was to integrate the teaching of domain-specific knowledge with the teaching of learning and thinking strategies. The focus is then on knowledge-building in the domain, therefore process-oriented instruction

also has to deal with the tension between context and process (Bolhuis 2003). Process-oriented instruction is predicated on the interplay between self-regulation and external regulation of learning (Vermunt & Verschaffel 2002).

Vermunt and Verschaffel (2002) argue that the principles of process-oriented teaching can be divided into general and specific principles. *General principles* are always in operation and include a focus on learning and thinking activities, a gradual transfer of control over the learning process from the instructional agent to the students, the development of students' mental models of learning, and a taking-into-account of their learning orientation. *Specific principles* are employed in a particular phase during a limited time period of the teaching/learning process. The first phase is the preparatory or tuning phase, where the teaching strategies are attuned to students' learning strategies and styles, the learning and thinking strategies of students are diagnosed, possible destructive friction between learning and teaching strategies is identified and avoided, and congruence and constructive friction between these strategies are created. The second phase is the teaching learning functions phase, wherein the actual learning takes place. In this phase, cognitive, affective, and regulative activities are taught cohesively. Learning functions are embedded in the subject-matter domain. They are taught using a model wherein the teacher explicitly models one or more learning functions, while the students serve as observers. Gradually, this kind of modelling decreases as the students are increasingly activated to use the learning activities themselves, while performing learning tasks on the subject domain. Meanwhile the teacher provides the students with feedback on the quality of their performance. Afterwards, this support is gradually withdrawn. The third phase is the evaluation phase; wherein the performance of students in employing learning functions and their knowledge of the domain is assessed. However, Bolhuis (2003) argued that evaluation of self-regulation does not take place at the end, rather it is a diagnostic phase and leads to renewed learning activities or changes in goals.

Different researchers have emphasised some of these principles as well. Bolhuis, for example, claimed that self-regulated learning depends on domain-specific knowledge and may vary across communities of practice (Bolhuis 2003), therefore it

can only be embedded within the subject-matter domain. Bieman highlighted the importance of the gradual withdrawal or ‘fading’ of external control within each instructional step based on students’ level of self-regulated learning (Bieman 1997). He claimed that this has been viewed as the most effective technique.

From the literature reviewed in this section, it is apparent that self-regulated learning can be taught, and if it is taught properly, it can produce positive results. Self-regulated strategies are best taught embedded into the context of a subject-matter domain, where the focus is on the building of knowledge. This will also provide students with opportunities to apply the learning strategies they have newly acquired. In addition, there should be a gradual transfer of the regulation of learning from the teacher to the students. This can be done through promoting congruence and/or constructive friction between learning and teaching.

2.2.3. Teaching-Learning Environments (TLEs)

This section of the literature review is concerned with reviewing the research which examines teaching-learning environments (TLEs) in undergraduate courses. The term TLEs refers to: “taking account not just of the organization and provision of teaching but of a wider array of influences, direct and indirect, intentional and unintended, on the learning and studying experiences of the students concerned” (Hounsell & Hounsell 2007: 92). However, the focus is on the inner TLEs, i.e. the most immediate and significant influences on how and what students learn in a given context, such as the curriculum design, assessment requirements, and the teaching-learning provision (Entwistle, McCune, & Hounsell 2003; Hounsell & Hounsell 2007). Interest in how contextual influences mediate learning is not a new phenomenon. Becker’s ethnographic study of students’ social and academic experiences of university life concluded that it could be characterised as a pursuit of grades, which in turn determines study priorities (Becker, Geer, and Hughes 1968; Hounsell & Hounsell 2007). Thus students place a relative value on learning activities, according to what they perceive they can gain from these activities in terms of grades or marks. Students seemed to develop skills or rules that are then

important for academic survival. Snyder (1973) called these rules 'the hidden curriculum', and they can encourage or discourage students from meeting the formal goals of the curriculum as set out in syllabuses (Hounsell & Hounsell 2007). In facing a syllabus that seems unmanageable, students needed to learn and practise 'selective negligence', which means they identify which parts of the curriculum were relevant and which ones seem not to be crucial, and therefore reasonably safe to ignore.

Miller and Parlett (1974) extended the notion of a hidden curriculum, although in a smaller scale study, also introducing the term 'cue-consciousness'. According to Miller and Parlett students can be classified into three categories according to how far they are contextually 'cue-conscious'; the first group is 'cue-conscious', students that realise the importance of being perceptive and receptive to cues sent out by teachers. The second group are 'cue-seekers,' students who actively seek out cues, about examination from teachers and examiners. The third group are 'cue-deaf'; those students who do not seek hints as to the content of exams, but instead focus on working hard to succeed.

Realising the importance of contextual influences, Entwistle and Ramsden conducted a large-scale research investigating the relationship between academic departments and approaches to studying (Entwistle & Ramsden 1983; Ramsden & Entwistle 1981). This psychologically informed approach used both interviews and questionnaires as data collection tools, with over two thousand students participating across 66 departments. They found that there was a relationship between surface approach (reproduction orientation) and students' perceptions of their academic department as having a heavy workload and lack of freedom in learning. Moreover, the study showed a link between the deep approach (meaning orientation) and students' perceptions of their academic department as having good teaching and allowing for freedom in learning.

Replicating the methodology of Entwistle & Ramsden, Meyer & Parsons (1989) conducted a large, cross-disciplinary study of South African students. They found that there was a link between the surface approach (reproduction orientation) and workload. In Australia Eley (1992), using a sample of second year students, found an

association between deep approach and students' perceptions of courses as offering supportive teaching, independent learning and clear structure. On the other hand, surface approaches were related to courses where formal achievement was emphasised. In 1998, Crawford et al, using a sample of first-year mathematics students, established that relationships were present between deep approaches and good teaching, independent learning, and clear goals. Moreover, the surface approach was related to inappropriate assessment and workload. Again these results were confirmed in a study by Lizzio et al. in Australia (2002). Using a large, cross-disciplinary sample of undergraduate students, they found that "perceptions of heavy workload and inappropriate assessment influenced students towards surface, and perceptions of good teaching towards deep approaches to study" (Lizzio et al. 2002:27). Good teaching in their study meant appropriate assessment, clear goals and standards, and independence in learning.

In summary, the findings of these reported studies, and others which are related to this body of research, have shown a clear influence of students' perceptions of TLEs on their approaches to studying. Perceptions of heavy workload and inappropriate assessment influenced students towards the adoption of a surface approach (reproduction). However, there was no systematic relationship between perceptions of workload and the adoption of deep approaches to studying observed (Lizzio et al. 2002). On the other hand, students' perceptions of good teaching and freedom in learning influence students towards the adoption of deep approaches to studying. The strongest predictors of students using a deep approach to study were their perceptions of the quality of the teaching and the appropriateness of the assessment (Lizzio et al. 2002).

This body of research describing the contextual influences on students' learning clarified thoughts about the relationship between teaching and learning in a number of ways. This then led to the importance of Biggs' concept of 'constructive alignment' (Biggs 1996; 2007). This concept has its roots in constructivist theory; in which knowledge is deemed to be actively constructed by the individual through their interaction with the external world. Constructive alignment regards the whole teaching context as a system in which all of the key components are aligned together.

Thus, there are two aspects to constructive alignment: students construct meaning from what they do to learn, and teachers align the planned learning activities with learning outcomes. However, Entwistle et al. (2005) in the Enhancing Teaching & Learning project (ETL) substituted the term ‘congruence’ for ‘alignment’:

The term ‘alignment’ seemed to imply a straightforward sequential linkage between aims, teaching methods, and assessment, whereas we were seeing a complex web of interconnections with a variety of time sequences involved. The idea of *congruence* serves the same purpose in emphasizing that teaching-learning environments act as systems, but allows additional aspects of the teaching-learning environment to be highlighted, in particular students’ backgrounds, knowledge and aspirations and the course organization and management (Entwistle 2009, p.103).

Lizzio et al. argue that this body of research has shown that factors under a teacher’s control can positively influence both the ways students approach their studies and the learning outcomes they achieve. Therefore, proper intervention can make a difference to learning outcomes. They suggest that a starting point should be to focus on areas of workload and assessment for three reasons; the first one is that these are the two aspects that are consistently shown to motivate students towards the adoption of a surface approach. Second, because of the large impact of these two aspects, proper interventions offer greater rewards in terms of their influence on learning. Thirdly, changes in these two aspects appear to offer a greater likelihood of initial success because they can be implemented with comparatively fewer resources and training (Lizzio et al. 2002).

Moreover, De Corte et al. used Biggs’ model of ‘constructive alignment’ to design learning materials that teachers can use to create powerful learning environments that will encourage high-quality thinking (De Corte et al. 2003). Central to these environments are teaching methods which stimulate students’ interests and activate their previous knowledge, and the use of authentic, open problems and learning materials that are linked to that previous knowledge are key (Entwistle, McCune, & Hounsell 2003).

Relationship between TLEs and Self-Regulated Learning (SRL)

Although most of the research studies investigating the influence of contextual factors on students' learning have examined the relationship between TLEs and approaches to learning, some have touched upon issues related to self-regulation of learning. Among other factors Eley (1992), for example, linked the deep approach to independent learning. Crawford (1998), Prosser (2000), Saldo and Richardson (2003) found similar results as well; whilst Lizzio et al. (2002) found that the two strongest predictors of high-quality learning outcomes were good teaching and opportunities for independence and choice over learning content or process.

On the other hand, Vermunt (1998) looked specifically at the balance between external regulation and self-regulation of studying. Vermunt & Verloop (1999), as explained earlier, suggested that the balance between external regulation and self-regulation can be classified into two types; congruence and friction. Friction can be constructive or destructive. Teachers are urged to create constructive friction to help students develop their own ways of learning (Vermunt & Verloop 1999). They emphasise the importance of the gradual handover of the regulatory process from teacher to students.

Again, De Corte et al. suggested that teachers initially provide students with instruction and thinking skills, then they reduce these over time to allow students to become independent in their learning. They also encouraged students to monitor and reflect on their own learning, and make any necessary adjustment to their learning process so as to achieve their goals (De Corte et al. 2003; Entwistle 2009).

2.2.4. Orientations towards education

Laurillard (1978, cited in Richardson 2000) reported how students overcame problems faced while studying. She noticed that they often referred to their interests and aims for studying their chosen course. She argued that 'motivation' and 'attitude' were not appropriate terms, because their comments described the nature of the factors the students considered in deciding upon the use of different methods,

and she suggested using the term “orientations” (Richardson 2000). She identified three types of orientations: academic: interested in the subject; vocational: interested in career opportunities; and social: interested in general self-education. She also observed that students have a mixture of orientations, with one usually having a greater priority (1978:172).

(Beaty et al. 1997) interviewed students from two different universities about their orientations: The Open University, and a campus-based university. Beaty et al. defined orientation as “all those attitudes and aims which express the student’s individual relationship with a course of study and the university” (Taylor et al., cited in Beaty et al. 1997). They identified four types of orientations: academic, vocational, personal, and social. In the case of the academic orientation, the students’ goals were related to the academic side of the university. The vocational one reflected the students concerns’ with getting jobs. In the personal orientation, the goals were centred around personal development, and finally in reference to the social orientation the students were mainly concerned with the social side of the university. All of these categories could be classified further into intrinsic or extrinsic concerns, except for the social element, which, for these authors, is always extrinsic. Subsequent research, however, found an intrinsic form of the social orientation (see for example Boulton-Lewis et al. 2000; Rui 2006). This classification into intrinsic and extrinsic reflected whether the students were interested in the content of the course (intrinsic), or if alternatively they considered the course to be merely a means to an end (extrinsic). Beaty et al. also found that some students tackled their studies in such a way that accommodated both their orientation and course demands, and some adapted their orientations to suit the demands of the course, while others failed to compromise between their orientations and course demands eventually leaving the university (Beaty et al. 1997; Richardson 2000). Students’ study patterns are a result of a continuous negotiation between orientation and their perceptions of the situational context.

In Australia, Boulton-Lewis et al. examined, among other issues, the reasons for studying in higher education among groups of Aboriginal and Torres Strait Islander university students. Although the results were similar to those of Beaty et al., they

also found that some of the students believed studying at this level would enable them to help their own community by setting an example their peers could follow (Boulton-Lewis et al. 2000). As suggested by Hounsell (cited in McCune 2000), this could be considered as a social intrinsic orientation, which would fill the gap in the conceptualisation.

Rui (2006) studied the orientation to studying in higher education among a group of economics students in China. Again, the results were similar to those of Beaty et al. (1997), and Boulton-Lewis et al. (2000). Indeed, like Boulton-Lewis, the social intrinsic orientation was found among this group of students, and they expressed their intention to help their own family by taking such a course. Table 2.2 shows the four orientations mentioned in the reported studies.

Table 2.2 Orientations to education.

Orientation	Interest	Aim	Concerns
Vocational	Intrinsic	Training	Relevance of course to future career
	Extrinsic	Qualification	Recognition of qualification's worth
Academic	Intrinsic	Intellectual interest	choosing Stimulating lectures
	Extrinsic	Educational Progression	Grades and Feedback
Personal	Intrinsic	Self improvement	Challenging and interesting material
	Extrinsic	Proof of capability	Feedback and passing courses
Social	Intrinsic	Benefit people	Relevance of course to benefit people in the community
	Extrinsic	Have a good time	Facilities for sports and social activities

Source: Adapted from Beaty, Gibbs, and Morgan 1997: 77; Rui 2006: 28.

In the Netherlands Vermunt interviewed students about their learning orientations. He concluded that there are four types of orientations which seem to mirror those

found by Beaty, Gibbs, and Morgan (Vermunt 1996). These four orientations are presented in Table 2.3. The vocation-oriented category seems to mirror the vocational intrinsic orientations, while the person-oriented one appears to be similar to both the personal and academic intrinsic orientations, and the certificate and self-test-oriented overlap with both personal and academic extrinsic orientations (McCune 2000; Rui 2006).

Table 2.3Vermunt's Learning Orientations.

Vocation oriented	Aim to acquire knowledge and skills that can be used in current or future employment, or in daily functioning.
Person oriented	Aim to create a deep interest, develop and enrich as a person. Find studying pleasant and interesting. Aim to understand the ideas of others in order to construct their own versions.
Certificate and self-test oriented	Test ability to cope with higher education; using examinations to prove that. Aim to score the highest possible grades; main objective is to gain academic qualification.
Ambivalent	Start with a variety of orientations, but experiences of studying lead to doubts about whether long term goals can be achieved. Insecure attitude to studying, doubts about choice of course and subject area. Questions ability to succeed, unsure about continuing studies.

Source: Adapted from McCune 2000:24; Vermunt 1996.

It is important to note that in almost all of these studies, the researchers were very careful to draw attention to the fact that the students had shown a mixture of orientations with a prevailing type, rather than exhibiting only a single type. Therefore, these categories should be considered as extreme poles, with all mid-points considered. Moreover, students may hold more than one orientation simultaneously, and their orientation may change over time.

Relationship between orientations towards education and approaches to learning

Many studies have shown that the orientations students have towards education play an important role in their relationships to their courses. Therefore, these orientations have a very important impact on the way students tackle learning activities. Beaty, Gibbs and Morgan (2005) described what they referred to as students' study contracts, which explained the relationship between learning orientations and the way they approach their study on a course. If, for example, a student wants to get a high mark, then they will aim to put more effort into the course, especially targeting the assessment element. However, if a student wants to get a degree to secure a good job, then they focus on the aspects of the course that provide them with training. There was an internal negotiation between the students and themselves regarding studying and the long term planning of efforts, based on their orientation (Beaty et al. 2005). Beaty, Gibbs and Morgan argued that there is a logical consistency between students' learning orientations and study patterns over time. Meanwhile, students do not always live up to their good intentions, and do not always make logical choices. Moreover, these study contracts are affected by the context, and the students take this into consideration when making decisions about how to expend their efforts.

As for the relationship between various categories of orientations, and the approaches to studying the students adopt, Entwistle pointed out that the most marked influence is whether the orientation is towards the content of the course itself (intrinsic), or other associated benefits that might be derived as a consequence of participation in the course (extrinsic). Indeed in Vermunt's four learning styles, the intrinsic orientations formed an aspect of the learning styles which mirrored the deep approach, and the extrinsic orientations formed part of the learning styles that can be seen as a surface approach. Moreover, in inventory development, many researchers have associated the deep approach with intrinsic motivations in a number of inventories (Kember et al. 1999; Rui 2006).

2.3. Teaching translation studies

Translation educators agree that it is very rare to find works related to the teaching of translation. One of the fundamental issues, which has led to a lot of discussion among scholars of translation is whether translation can be taught and developed or if it is a gift which cannot be taught. Those who have argued that translation cannot be taught assert that it is an innate quality which one either has or does not have. They claim that some of the most well known translators in the world were born and raised bilingual and had no formal academic training in translation. On the other hand, those who believe translation can be taught argue that even those well known translators in most cases had some kind of training, and were able to develop their skills further by having a formal academic training. Moreover, some of the best known translators in the world were not born or raised bilingual, rather, they had a formal academic training in translation. However, currently it seems that this issue has been resolved through widespread acknowledgement of the necessity of academic training in translation, regardless of whether a person is from a bilingual background or not. This has somewhat contributed to the spread of translation programmes all over the world.

Al-Faifi (2000) claimed that most of the publications related to teaching translation have been contrastive in nature. The emphasis being on the identification of learning problems in translation training, using problems of a contrastive nature, which focuses on the structural differences between the languages.

A brief history of the institutions of translation training

Although translation as an activity is an ancient profession, the systematic training in translation is seen as a more recent development. Despite this, in China, for example, Hung claimed that official posts for translators and interpreters were established as early as the 11th century B.C. with training in translation dating back to the 10th century (Hung 1996, cited in Al-Faifi 2000). Other scholars have spoken of the old tradition of translation chambers and historical schools of translation, such as *Bayt*

al-Hikma (House of wisdom) which was set up in Baghdad by the Abbasid Caliph al-Ma'mun in 830 (Baker 1998). However, Caminade and Pym have played down these claims as having little to do with people training for work in a profession. They consider the presence of these schools as more of groups of translators working on similar texts (1998). They argue that if there were any special training, then this might have been through informal meetings or apprenticeships, where young translators would work under the guidance of a master (Salama-Carr 1998).

During the great European colonisation, political interest in translation increased. This has been reflected in the practice of taking natives back to the metropolis so that they can work as bilingual intermediaries. The state institutionalisation of translator training can be traced back to 1669, when the Colbert decree in France led to the foundation of the Constantinople school. At this school, French born students were trained as interpreters translating into Turkish, Arabic, and Persian. In 1754, another school of translation called the Oriental Academy was founded by Empress Maria Theresa to provide interpreters to the Hapsburg court. In 1835, Al-Tahtawi established a large Egyptian translation school in Cairo. The aim of this school was to help reduce the intellectual gap between Egypt and Europe (Baker 1998). In China, institutions for translator training were established at the beginning of the nineteenth century, and in 1862 a college of interpreters was set up in Beijing by the Manchu government to train translators and interpreters in the European languages (Hung & Pollard 1998).

Within Europe there were two main reasons for translation; the first one to create a national culture, which could be seen as the motive behind certain literary programmes; the other, more powerful motive, is to contribute to the improvement of international relations. In Berlin, for example, the Humboldt University ran translation training programmes to train diplomats from 1884 through to 1944 (Caminade and Pym 1998). The Spanish Ministry of Foreign Affairs still organises state translation exams and accredits sworn translators. This tradition can be found in many Spanish-American universities, as is the case in Uruguay (Sainz 1993). Other schools, which have a particular concern with training legal translators, include the Copenhagen Business School, which trained students from 1921; and the Paris

Institute for Comparative Law which has been training translators since 1931 (Caminade and Pym 1998). Towards the mid-twentieth century a more generalist approach appeared, dating from various Western-European institutions, such as was the case with institutions established in Heidelberg 1930, Geneva 1941, and Vienna 1943. It seemed that these schools operated as independent institutions with regards to the university structure. In Russia, China, and Eastern-European countries, training of translators was explicitly integrated into independent foreign-language institutions. This model was first established with the Moscow Linguistic University in 1930, and after the second world war, institutionalisation took another turn, when the new world powers set about establishing an international regime with heavy reliance on accurate interpreting. This resulted in a rapid establishment of independent university level institutions offering translation with a strong emphasis on interpreting in the border region of the former Third Reich: in Graz 1946, Innsbruck 1946, Germersheim 1947, and Saarbrücken 1948 (Caminade & Pym 1998).

As French diplomacy sought an important role on the world stage, a new generation appeared in the 1950s, represented by the establishment of organisations within the profession. Different organisations were established: the SFT (Association of French Translators) in 1947; the Federation Internationale Des Traducteurs (FIT), which was established in Paris in 1953; the Ecole Supérieure d'Interpretes et de Traducteurs (ESIT) and the Institut Supérieure d'Interpretation et de Traduction (ISIT) both established in Paris in 1957 (Caminade & Pym 1998; Salama-Car 1998). This made France an important centre for research and training in translation and interpreting.

However, most of these institutions have changed radically as a result of the changing nature of tertiary education. The barriers between vocational and academic education have been removed as result of educational reforms, which took place in numerous countries throughout the 1980s and early 1990s. As a result, professional training institutions were integrated into university national systems. This created a dramatic increase in the number of university level institutions offering degrees or diplomas specifically in translation or interpreting from 49 in 1960, to 108 in 1980,

continuing to grow to at least 250 programmes globally by 1994 (Caminade & Pym 1995, 1998).

Translation classroom or the traditional translation classroom

The teaching of translation as a profession has no stable foundation “the founding fathers of translation studies had no classroom and essentially no students they could address” (Dollerup 1996:19). The teaching of translation in traditional classrooms is often simplified to “read and translate” (Gonzalez Davies 2004). Najeeb (1998) summed up the whole experience of translation in the classroom, in his perception, by saying that some people think that throwing a child in water will teach him how to swim. Kiraly (1995, 2000) identified three types of teaching method used for the teaching of translation in Germany. The first one is the lecture, which is often used to transmit knowledge to a large number of students. This knowledge includes some background information about different subject areas related to translation studies such as cultural studies, and linguistics. The second type is the translation exercise class: this is a modified lecture where students learn by acquiring knowledge from the teacher and practise using it in controlled exercises. The third type is the seminar which is used to teach special topics relating to translation and cultural studies, and literature (Kiraly, 2000). It seemed that the translation exercise class is the most popular teaching method for the teaching of translation around the world, while the other two methods are used to teach subject areas related to translation studies.

Kiraly (2000) tried to summarise the characteristics of the traditional translation classroom and provide a picture about what is occurring behind closed doors in this setting. In this classroom, as he had experienced it from the standpoint of a teacher, there were no curriculum guidelines provided for the individual teacher to follow. Therefore, teachers were required to choose texts independently. Moreover, there was no coordination among teachers regarding course outcomes, syllabus design, evaluation procedures, or any other pedagogical issues. General pedagogical principles have not been applied to the teaching of translation. Kiraly (2000) claimed that there is little consideration, for example, of the learning environment, and scope

and appropriateness of teaching techniques. In this classroom, it is assumed that the teacher will transmit knowledge to the student. In this classroom, students present their translations to the teacher in turns, and the teacher's role is to criticise their translations and point out their mistakes and they are expected to avoid them in the future. At the end of the lecture, the teacher may present his ideal "correct" translation to the students so they can compare it with their own translation.

Gile (1995) depicted a similar picture in reference to the traditional translation training classroom, which is based on assignments that are corrected in class, with teachers criticising or approving students' choices and presenting their own solutions. Such an approach to the teaching of translation focuses on the product rather than the process of translation. This often leaves students alone to identify the correct procedures with little possibility of control by the teacher. Moreover, this is clearly very compatible with an objectivist epistemology of the teaching of translation, which considers the teacher as the processor and distributor of knowledge. Kiraly (2000) claimed that most of translation education today is embedded in this view. Moreover, he criticised cognitivist mental translation processes as unscientific because they are based on intuition. He claimed that this approach is an information-processing view of the mind. In this approach information is stored in the long-term memory and outside resources. The translator retrieves information from various sources as needed and as a function of the translation strategies, which are considered as a blue print for the cognitive action necessary to solve problems.

Another criticism of this approach to the teaching of translation is based on the nature of translation activities. Because translation is a communication activity or a problem which needs a solution, it depends greatly on the active involvement of the students. But in the case of a lecture, students are usually passive listeners rather than active ones (Tuder 1987). Alsafi (1992) argues that the transmission of messages across different linguistic and cultural barriers is a communicative act, which cannot be achieved except through active participation and strategies where the teacher's role becomes more that of a guide. According to such strategies, students are encouraged to work together in a non-threatening environment, which

reduces the pressure on them to make mistakes, and encourages them to discover and analyse their mistakes (Alsafi 1992). Another strategy, to aid in achieving the communicative purpose of the translation, has also been proposed by Alsafi. In this strategy, the teacher participates with students in the translation activity. Finally he made a call for not giving the students any particular courses in translation except after the first year in a diploma, and the second year in a BA programme. He claimed that because of this teacher-centred approach which is commonly used in the teaching of translation, some of the students have learned how to adapt their translating styles to please their various teachers.

In 2000, Kiraly proposed a new approach to translation teaching. This new approach moved from a teacher-centred towards a student-centred approach. The student-centred approach fosters independence, responsibility, and above all, the ability to identify alternatives. For him, the teacher-centred approach is hardly an ideal venue for the development of a self-concept when training as a professional translator. On the other hand, Gile (1995) argues that if the teacher focuses on the process of translation rather than the product, they would then be less critical of the product and so avoid such problems. Yet this has a downside as well, since focusing on the process may not be a powerful tool for fine-tuning the end-product. He went further to argue that in order to operate a process based approach, teachers need to learn to develop explicit processing rules, which they are reluctant to do. Moreover, in order to use these rules more efficiently, they need to be able to convince their students that these rules are correct, and this in turn requires theoretical preparation. Gile's approach is related to the process-oriented approach, which was discussed earlier when describing the teaching of SRL.

In addition, some researchers criticise the whole experience of translation in the classroom. Although the aim of translation teaching programmes is to provide students with an authentic experience of translation in the real world, what reportedly happens in reality is totally the opposite. As described by Phipps and Gonzalez (2004), real-world translation is liberating and enriching, while in the classroom it is dry, pointless and aiming to discipline and punish.

The Translation Process

Over the past ten years, a significant volume of research area has focused on the differences between professional and novice translators in terms of how they carry out the translation process. The idea is that if translation strategies can be identified and classified for pedagogical purposes, then these can be transmitted to the novice translator. However, this approach fails to realise that the identification and resolution of translation problems depends on countless independent factors that make every translator adopt a unique approach for each individual translation situation.

Much of the work about the teaching of translation deals with the final results of the process; the product. However, it is not very useful for students to be faced with a 'model' translation without knowing how to achieve the end result (Mauriello 1991).

In translation studies literature, different classification systems have been proposed to describe the translation process. This is because of the difficulties and complexities involved in the translation process (Al-Faifi, 2000). Kiraly (1995) listed some of the challenges that face translation educators in their attempt to establish a systematic pedagogy of translation, among them; a one dimensional view of the process of translation, which is over dependent on the linguistic model of translation and ignores other factors, such as the social and cognitive realities of the translator, and supports the passive role of students in the translation classroom. Some researchers argue that an analysis of the translation process is difficult to achieve because of the nature of the cognitive processes entailed, which are not accessible to direct observation (Albir & Alves 2009).

According to Kiraly (1995), the only method used to gather data regarding the cognitive translation process involves introspective data collection. Basically these are variants of the talk-aloud or think-aloud protocol (TAP). In this type of data collection, the subject often verbalises something about his cognitive activities while working on the translation task. This may be done simultaneously or in retrospect. These verbalisations are then recorded and analysed so that information can be

extracted about what is going on in the mind of the translator, while they are carrying out the translation task.

However, these methods are often criticised by certain language researchers (for example Nisbett & Wilson 1977; White 1980; Smith & Miller 1978). Among the criticisms they raise is that conscious awareness cannot reflect mental processes, and is necessarily limited to the product of these processes. In addition, there are no satisfactory distinctions that can be drawn between mental process and the products of these processes. Other researchers have raised the issue of reliability, arguing that it is very difficult to know if such data really reflects the processing or results from inference after the fact (Seliger 1983 cited in Kiraly 1995). On the other hand, some scholars argue that subjects can in fact have access to the mental process if the right conditions are met (Ericson & Simon 1984). Kiraly concluded that, in the absence of other techniques for examining mental processes, the use of verbal reporting is partly justified. He believed that translation processing is a mixture of conscious and subconscious processes.

Those who are interested in the research into the translation process will discover that it is relatively new. It can be traced back to 1984 when a study was conducted by Dechert and Sandrock. According to Kiraly (2000), before this pioneering study, no empirical studies were available relating to cognitive processing in translation. In 1986, Krings studied the difference between professional and non-professional translators. Although he hypothesised that the automaticity of the process increases as the translator advances in competence, what was revealed by his study was exactly the opposite. Moreover, he found that professional translators made more effort in order to understand and comprehend the source text (Krings 1986). On the other hand, non-professional translators proceeded only to find a microcontextually adequate solution. These results, in the case of the professional translator, showed that they have a higher level of conscious control over the translation process.

Intuition also seems to play a crucial role in the translation process. According to Honig (1990) intuitive and cognitive activities seem to alternate with each other without any observable organisation or progression. In addition, because the strategies used in translation processing are mixed unpredictably with intuition, it

will be difficult to identify and define rule-based approaches to translation. Wilss (cited in Kiraly 1995), also, indicated the importance of intuition by claiming that although translation is primarily a controlled process, it uses intuition occasionally as a last-resort. Therefore, a rule-based approach to translation could be defined and used with controlled applications.

After discussing the literature pertaining to the translation process, Albir and Alves (2009), presented six models of the translation process, and after comparing them, they identified the following main characteristics of the translation process:

1. The existence of basic stages related to understanding and re-expression.
2. The need to use and integrate internal and external resources.
3. The role of memory and information storage.
4. The dynamic interactive nature of the process, which includes linguistic and non-linguistic elements.
5. The non-linear nature of the process.
6. The existence of automatic and non-automatic, controlled and non-controlled processes.
7. The role of retrieval, problem solving, decision making, and the use of translation-specific strategies in the unfolding and management of the process.
8. The existence of specific characteristics, depending on the type of translation.

Teaching Translation in the Arab world

Al-Faifi divided the development of the institutionalisation of the training for translators into two stages:

The ancient beginning; this is dated back to 830 when the Abbasid Caliph al-Ma'mun established *Bayt al-Hikma* (House of wisdom) in Baghdad. However, as mentioned above some researchers argue that this was more a form of apprenticeships than a school to train translators, in the modern sense of the word

school. The second stage is the modern era; in this stage, the focus is on the translation of European languages into Arabic. This stage began in Egypt in 1830-40 as part of the efforts made by Muhammed Ali to modernise Egypt and close the intellectual gap with Europe (Baker 1998). A translation school was founded in Cairo by Rifaat Tahtaawii after his return from France in 1835, then a slow movement for the training in translation emerged, and the Arab world followed this school. However, in 1973 a conference was held in Kuwait to discuss the urgent need for the establishment of translation schools to train translators. As a result of this different translation schools were established in some of the Arab states; including Kuwait, Saudi Arabia, Iraq, Jordan, Egypt, and Morocco (Al-Faifi 2000). This need was emphasised with the establishment of international organisations such as the UN, UNESCO and OPEC, the development of broadcasting, and the birth of the tourism industry. This has led to a situation in which translation programmes have now become a common feature of Arab universities.

However, this kind of rapid expansion comes at a high cost as well. As mentioned above, due to the urgent need for competent translator trainers, the Arab universities have been caught off-guard in terms of availability of such trainers. To respond to this immediate need, they handed over this mission to bilingual academics specialised in literature or linguistics (Farghal 2000). Therefore, it is not surprising to find translator trainers with insufficient theoretical background in translation studies. Moreover some of them believe that their formal training is sufficient for teaching translation, and that there is no need to familiarise themselves with translation studies as a discipline (Al-Faifi 2000; Farghal 2000). Gabr (2002) claimed that translator training in Egyptian national universities receives little attention. Students are trained informally with no defined objectives or proper training methodologies. He claimed that although translation studies had been offered in Egypt for more than half a century, no single department had ever produced a textbook, or even a guide for translation teaching or a manual for translators. At the same time, only a few of the teachers had made some efforts to set standards for programme design and implementation, and didactic methods and techniques for teaching how to translate. The findings of his study can be summarised as follows: the students were dissatisfied with the content of the course,

the teaching methods, and the efficiency of the teachers. In other words, they were dissatisfied with the overall translation programme. In addition, those who taught translation were academics with no background in translation, and nor had they received any kind of training in teaching translation. Finally, the objectives of the course and the selection of the teaching materials were carried out haphazardly, with a severe shortage in resources and classroom facilities, and a lack of teamwork spirit among the teachers.

Al-Faifi investigated the teaching of translation at undergraduate level at a Saudi university. He found that not one of the teachers in the English language and translation departments was specialised in translation. In fact, he found that more than 90% of the teachers in the department had never had any professional experience nor had they consistently practised translation. Moreover 72.7% of the teachers said that the students' standards after four years of studies on the programme were either fair or poor. As for the students' opinions, 87.9% of the participating students claimed that the programme was unsuitable for their needs and 66.7% claimed that the taught texts they were studying would not be relevant to their future jobs. In other words, this kind of environment was perceived by the majority of students as lacking in authenticity.

Before concluding this section of the literature review, another important issue related to the role played by culture in translation studies need to be highlighted here. Different scholars have examined culture in relation to translation studies. Because of this effect of culture on translation, two types of translation strategies were highlighted: Domestication vs. Foreignisation (Venuti 2001). Hatim defines domestication as 'an approach to translation which, in order to combat some of the "alienating" effects of the foreign text, tends to promote a transparent, fluent style' (Hatim 2001: 46). This approach is said to be the hallmark of dominant translation traditions such as the Anglo-American where the attitudes to translation among most of the critics and the reading public are said to favour fluent styles, which work in favour of target dominant cultures (Venuti 1995; Hatim 2001). However, this comes at a price (Venuti 1995); these translation traditions are not only affecting essential aspects of source text meaning but also how the translation actually is carried out

(i.e. the different conditions under which translators work and translations are produced) (Hatim 2001).

In this type of cultural tradition, which favours domesticating translation strategy, translators are by and large discouraged from engaging with the source text and intervening at crucial points. So translation is generally thought to be a matter of undisturbed communication which focuses on the best way of conveying the meaning. However, this perception that the translation is not in fact translation but an ‘original’ is criticised for obscuring how translators interact with the process (Hatim 2001). The second type of translation strategies is foreignisation which is defined as ‘a translation strategy which deliberately breaks target linguistic and cultural conventions by retaining some of the “foreignness” of the source text”. (Hatim 2001, 46). This type of translation strategy was dominant in the German culture during the classical and Romantic periods (Venuti 2001). According to Venuti, adherence to this type of strategy within the German culture ‘resulted in the importation of foreign cultural forms and the development of heterogeneous dialects and discourses’ (Venuti 2001: 242).

However, some scholars see all of this in terms of political agenda (Baker 1998). Translations come to be seen as empirical artefacts showing the actual situation of cultural transfer, the relations of power, the flow of cultural capital (Phipps & Gonzalez 2004). English is the most translated-from language and the least translated-into (Hatim 2001). Venuti (1995) documents in great detail how foreign texts, and English language translations when available, would be ignored if they failed the easy readability test. Adherence of this position of political agenda believed that an entire translation tradition has evolved in the West to serve their imperialistic goals abroad and threaten values of other nations at home (Hatim 2001).

2.4. Conclusion

In this chapter, a review of the relevant literature has been presented. The chapter began with a literature review of some of the components used in SLR. These components included a review of the literature on approaches to studying, self-regulated learning, TLEs, and orientations to education. Modified definitions of the approaches to studying, which included the self-regulation aspect, were presented. Moreover, the literature on the teaching of self-regulated learning was discussed. In addition to this, literature related to translation studies has been introduced, providing an overview of the history of the teaching of translation and a discussion of the translation process; a summary of the different models was also presented in the literature. In the final section, the focus was on the teaching of translation in the Arab world. By providing this background, and the contextual background in the first chapter, the scene is now set for the introduction of the research design, which takes place in the next chapter.

Chapter 3

Research Design, Methodology and Analysis

3.1. Introduction

This chapter discusses the research design for the present study. The chapter is divided into five main parts. First, the research questions are presented in order to establish the focus of the study, and then the methodological framework is discussed. After which, the context of the study is introduced in order to set the scene for the discussion of the research design. Next, details about the design and method of analysis for both the inventories and the interviews are presented. Finally, the aspect of trustworthiness, validity and ethical issues related to the research design are discussed.

3.2. Research questions

This research attempts to explore the perceptions of Saudi students with regards to their experiences of the learning and teaching of translation studies at undergraduate level. In response to the literature review, extra emphasis was incorporated into the research tools to focus on the students' self-regulation strategies. Corresponding with the aim of the present study to provide a rich detailed account of the students' perceptions, the research structure followed a flexible exploratory route. The following set of questions has guided the nature of the inquiry in the present study:

- Question One: What makes for effective approaches to learning in translation studies from the perspective of students?
- Question Two: To what extent is self-regulated learning important for this group of learners?
 - To what extent and in what ways do these translation studies students self-regulate their learning?
 - How might this differ across years of study?

- Question Three: What aspects of the teaching learning environments in translation studies, as perceived by these students, seemed to help and hinder their learning?
- Question Four: What would be the implications of such findings for the enhancement of effective teaching and learning in translation studies?

It is important to mention here that the original research design intended to explore these issues with the staff also. However, this proved to be very problematic during the data collection phase, and was therefore not pursued.

3.3. Methodological Framework

Research paradigm

A research paradigm is “the basic belief system or worldview that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental ways” (Guba & Lincoln 1998:195). Guba and Lincoln claim that this question of a paradigm is a more important one to ask than questions about methods. In order to select a suitable research paradigm, three important questions need to be answered. Two of these questions concern issues pertaining to ontology and epistemology, and Cousin (2009) claimed that all researchers need to address these two questions at some level. The third question relates to methodology. These three questions are interconnected in a way that any answer given to any one of the questions taken in any order constrains how the others may be answered (Guba & Lincoln 1998).

The first of these questions is an ontological one, concerning the form and nature of social reality: what is the form and nature of social reality? What is there that can be known about it? (Guba & Lincoln 1998: 201). The main objective of the present study is to investigate Saudi translation studies students’ perceptions of learning and teaching in order to identify what constitutes good learning and teaching practices in that specific context. The investigation will mainly depend on the students’

perceptions. This investigation is expected to produce multiple interpretations as such perceptions are socially constructed. The present study is informed by the notion that reality is “apprehendable in the form of multiple, intangible, mental constructions, socially and experientially based, local and specific in nature” (Guba & Lincoln 1998: 206). This is then compatible with the interpretive paradigm which sees reality as socially constructed needing to be continuously interpreted to yield meaningful explanations about our experiences.

The second question is the epistemological question. What is the nature of the relationship between knower or would-be-knower and what can be known? (Guba & Lincoln 1998: 201). In this research, I am, as a researcher, the main data collection instrument. My main task is to understand how participants construct and interpret social reality (Gubrium & Holstein 1997: 38). I am interactively linked to the participants, and knowledge is created and constructed through interactions with participants. Therefore, it is necessary for me, as researcher, to gain access to the participants, establish a rapport and interact with them, understand and become immersed in their world, and make sense of their constructed realities. Moreover, being from the same cultural background, it has been relatively easy for me to gain access to all three sites of study. In addition, having studied translation studies on my undergraduate course, has put me in a better position to establish a good relationship and understand the experiences of the participants.

The third question is the methodological question. How can the inquirer (would-be knower) go about discovering whatever he or she believes can be known? (Guba & Lincoln 1998:201). The nature of the research questions has led to a research approach that is exploratory in nature. It appears to be the most suitable one by which to explore and construct a detailed picture regarding the perceptions of the participants. Exploratory methodologies help researchers uncover the perceptions, values and culture of their participants (Ritchie & Lewis 2003).

Based on these theoretical assumptions, the research interest of this study is primarily subjective and qualitative in nature. Therefore, I could be seen as following an interpretive research paradigm by aiming to interpret and understand

the perceptions of Saudi translation studies students regarding their experience of learning and teaching in that specific context.

Interpretivists assume that reality is constructed through meanings and understandings that are developed socially and experientially. They also assume that we cannot separate ourselves from what we know. This means that the readers of an account will have their own assumptions which they will bring with them in their attempts to understand the construction of reality.

According to Cousin (2009) there are three main differences between interpretivism and other paradigms, especially the positivist. The first one is that interpretivism is concerned with a systematic empirical inquiry into meaning. The second one is that interpretivists aspire to generate understandings and insights as opposed to explanations and predictions about human behaviour. The third describes the use of language and the researcher's position in relation to the subjects; in an interpretivist approach the researcher tends to be out and proud with the first person, this is rarely the case with a positivist paradigm.

Research methodology

This part discusses the research methodology used in the present study. The techniques used and choices made are explained in this section; two methods of data collection were employed in this research: interviews and inventories. The reasons for using such a combination in the present study are discussed further below. To establish the background to the methods used, a discussion of the methods commonly used in the Student Learning Research (SLR) tradition is presented first.

Mixed methods approach

The method employed in this research stems from a review of previous research into students' learning. A careful examination of the literature of SLR shows that whilst there are a large number of qualitative studies in existence in this field, there are also

a significant number that use mixed methods; particularly combining interviews with Likert style questionnaires (e.g. Beaty et al. 2005; Entwistle, McCune, & Hounsell 2003; Hounsell 2005). The original work by Marton and his colleagues employed mainly interviews as a method of data collection (Marton et al. 1997). However later studies by Entwistle and Biggs incorporated the use of inventories (Entwistle & Ramsden 1983; Biggs 1987). These inventories were developed based on findings from interview studies. These methods of data collection have proved to be successful in obtaining data that contributes to the development of the conceptualisation of student learning in SLR. A decision was consequently taken to use a mixed methods approach for the present study, since it too seeks to contribute to conceptual development, albeit with a particular reference to translation studies. Although the main method of data collection utilised semi-structured interviews, this was combined with an inventory, in an adapted version designed to help give more focus to the self-regulation aspects of the students' learning. This kind of design is referred to as a dominant-less dominant research design (Creswell 2009).

Another issue which influenced the choice of a mixed- methods approach is the research questions. As stated earlier the present research focuses on students' perceptions and experiences of learning in a particular subject area of translation studies. Interviews would be very important to capture those perceptions and experiences in a field where only a little research exists. Patton states, "the purpose of interviewing, then, is to allow us to enter into the other person's perspective" (Patton, 1990: 196). Moreover, since there is minimal research into the teaching of translation, quantitative methods alone would probably be insufficient. Given that this area represents uncharted territory it is best explored first by means of qualitative methods. However, it would also be productive to use questionnaires drawing on existing research in other subject areas to detect similarities and differences between translation studies and other subject areas in which more research exists. Therefore, a self-administered questionnaire was used to address this aspect of the research problem. This questionnaire was adapted from a questionnaire developed by one of the leading researchers in this area, namely Vermunt (1994). This questionnaire was chosen because it is one of the most comprehensive questionnaires, covering a broad range of aspects of self-regulation. More details

about this questionnaire and the rationale behind choosing it are presented further on in this chapter. It is worth observing here that with the interpretive perspective being followed, I understand students' responses to an inventory as their interpretation of a particular set of meanings in relation to a particular instrument constructed in a particular way.

So both qualitative and quantitative methods are used here, constituting a multiple or mixed methods approach. Using multiple methods in the same research has a number of advantages. Among them is that it gives us a more complete view of the phenomenon being observed (Cohen & Manion 1994; Morse 1991). Another rationale for using multiple methods is that using different methods can increase the trustworthiness and validity of the results (Greene, Caracelli, & Grahm 1989). Moreover using different methods in the same research will provide me with a rare opportunity to develop my skill in following both qualitative and quantitative methods. Silverman (2005) draws attention to the importance of concentrating on both methods, while thinking carefully about how to manage the interplay between the data sets. Another important point to mention here is that although different methods were used, the main focus of the present study is on interviews, for two reasons. First, the purpose of the research is to capture perceptions and experiences of students and the best way to achieve this is through interviews. The second reason is that the context of the present study is considered to be uncharted territory, which means it is best explored through more open-ended qualitative methods.

Role of the researcher

According to Merriam (1998:7) one of the characteristics of qualitative research is that the researcher is the primary instrument of data collection and analysis. This entails that all of the data collected in this way "are filtered through that human being's worldview, values, and perspective" (1998: 22). Therefore, it is important for the researcher to identify their position in relation to the research, providing details of their perceptions and experiences that might influence the research findings. Orgill (2008) joins Webb (1997) in calling for the researcher to make their background and beliefs explicit so the reader of the research is informed about all the

variables that might affect the study result. She went further to argue that providing such self-examination, might contribute additional insights into the data.

I am a recent graduate from a Saudi university, and have studied English and translation studies at the undergraduate level. In addition, I have taught students studying translation studies at a Saudi university. Moving to the UK, I have studied translation studies at the postgraduate level. Having experienced different settings, the Saudi and the British setting, led me to the conclusion that translation was not taught in an ideal way in Saudi Arabia. Therefore, this was my motivation in conducting my PhD study.

Some scholars argued that researcher should report how they gained access to the sites of the study, how they presented themselves to their participants, and the degree to which they believe trust and rapport were achieved (Seale 1999; Altheide & Johnson 1994). Being a Saudi, I had no difficulties in gaining access to the sites of the study. All access to the sites of the study began by meeting with the Dean of the college at each institution. I gave a brief introduction about myself as a researcher and presented the research objectives. In all three cases, the Deans were very supportive. A facilitator was appointed at each of the three institutions in an informal way; either with a verbal word from the Dean or with a hand written note. The facilitators at each of the three institutions were responsible for administering the inventory as I was not allowed to do that by myself. A thorough explanation of the procedures involved was presented to each facilitator to ensure that the administration was done properly.

As for the interviews; at two of the institutions I was allowed to directly contact the students asking for volunteers. In the third institution, the facilitator did the job. Again, a thorough discussion about the process for choosing volunteers was conducted with the facilitator in that case.

Being a recent graduate of a similar programme made it easy for me to establish a rapport with the participants of the study. This was further aided by presenting myself to the participants as a PhD student rather than as a researcher. It seemed that the participants felt that since both of us were students, we understand each other

very well. This was apparent as some of the participants after the interview asked me about my experiences of studying abroad.

Another important issue that should be mentioned here is that of reflexivity. Many researchers have emphasised the importance of reflexivity in qualitative research (See, for example, Brewer 2000; Cousin 2009; Denzin & Lincoln 1998; Gibbs 2007). Reflexivity is a continuous process continuing throughout the research, and the researcher should always monitor their own assumptions and perspectives in conducting the research and when analysing its results (Cohen et al. 2007; Wellington 2000). In this present study, I shall strive to be as reflexive as possible throughout the research process.

3.4. Context of the study

Saudi Arabian higher education

The context of this study is the translation studies programmes at three different Saudi higher education institutions. There are many reasons for focusing on translation studies programmes, among them the fact that I am a graduate of one and therefore have experienced being a student of translation studies at one of the Saudi universities. During the data collection, this experience proved to be very useful, in building a rapport with the students who felt at ease due to this shared experience and spoke very freely about their experiences. Moreover, the experience of teaching in one of these programmes provided me with an insight into what is occurring behind the scenes. For example, how the courses are described, and the discussions among the teachers regarding the courses, and the different problems they face when delivering the lessons.

Another reason for focusing on translation studies programmes in Saudi Arabia is that, with the exception of one study (Al-Faifi 2000), there is almost no research or investigation into teaching and learning in this context. Even Al-Faifi's study seemed to look at the issue from one side only, the side of the translation educator. He assessed the curriculum of a translation studies programme and suggested a new

one. It seemed that no studies were conducted in the Saudi context exploring learning processes from students' perspectives. Consequently, it is hoped that this research will be the starting point for a body of research conducted in Saudi Arabia in this area.

Translation studies in Saudi Arabia is taught mainly at undergraduate level. Saudi higher education can be divided into three broad categories; old universities, new universities, and community colleges. The old universities are the seven universities which were established in the last century, and the new universities are those which were established at or just before the beginning of this century. The community colleges, provide a diploma only rather than bachelor's degrees, but translation studies courses are taught at all three of these institutions. One institution representing each of these classifications was chosen for investigation in this study. The following is a brief contextual background regarding each of the three institutions. Table 3.1 provides a concise summary, and also indicates how the six case studies to be presented in chapter six relate to these three institutional groupings.

Table 3.1 Contextual information about the three institutions.

Institution	A (Old university)	B (New university)	C (Community college)
Qualification	Bachelors degree (in Translation)	Bachelors degree (in English Language)	Diploma (choice between: Teaching English And Translation)
Duration	5 years 10 semesters (levels)	4 years 8 semesters (levels)	2 and a half years 5 semesters (levels)
Translation taught	From level 5 to level 10	From level 2 to level 8	From level 3 to level 5
Interviews	3 Individual 3 Groups Case studies: Ali, Khalid ¹	3 Individuals 3 Groups Case studies: Talal, Omar	3 Individuals 3 Groups Case studies: Ahmad, Sultan
No. of participants in interviews	11	12	11

¹ These are pseudonyms.

Institution A

This institution is an old university. It is one of the biggest universities in Saudi Arabia. In 2009 the number of students there exceeded 70000 students, and there were more than 7000 members of teaching staff (MOHE 2010). This institution offers a bachelor's degree in translation studies over a period of five years (see table 3.1). Each year is divided into two semesters each semester is referred to as a level. Translation studies is taught from level five up to level ten. In the first two years; i.e. from level one until level four, the students study general courses in both the Arabic and English languages. The aim of these courses is to prepare the students for the translation courses. In the final level; i.e. level ten, the students are asked to conduct a project in translation. Usually this takes the form of translating a book.

Institution B

This institution could be classified as a new university. By 2009, there were over 40000 students at this university, and the number of teaching staff exceeded 1500 in the same year (MOHE 2010). This institution offers a bachelor's degree in English language over the course of four years (see table 3.1). The translation courses are taught from level two until level eight (the final level). At the final level, the students do a sandwich work placement in teaching English language to students in intermediate state schools.

Institution C

This institution is a community college. This college belongs to a larger university; however, it is different from the other colleges in the university in the sense that it only offers diplomas. By 2009, the number of students in this university had almost reached 40000 students and the number of teaching staff surpassed 2000 in the same year. There are different subject areas taught in this college among them translation

studies. The students study for two and half years (i.e. there are five levels). Translation courses are taught from level three to level five (see table 3.1). In the final level, the students do a sandwich work placements in different places, such as hospitals or companies to gain experience. The aim of this sandwich placement is to provide the students with opportunities to practise their translation skills.

3.5. Details of design and Analysis I: Inventory

Decisions regarding adopting and adapting an appropriate questionnaire

This section concerns the strategies used for data collection and analysis undertaken in the inventories. It was decided that for this research it would be better to use an existing questionnaire rather than designing a new one. The reasons for this decision are as follows; designing a new questionnaire is by far not a simple process. It consumes time and resources that are not available to me. In fact designing a new questionnaire could be a PhD thesis in itself. Another reason for selecting an existing framework is that there are several inventories that have been designed and tested in multiple contexts and their structures have been proven to be robust. A third reason is that adapting a questionnaire rather than designing a new one makes it possible to compare the result of this study administered to Saudi students with the results of previous studies, which have used the same questionnaire with other demographics (Bryman 2004). This comparison could facilitate the decision making process, allowing the target audience of this research to see the position of the participating institutions in relation to students' perceptions of their self-regulation skills, in the context of other institutions around the world who have used the same questionnaire.

Procedures for choosing the questionnaire

Since the aim of the questionnaire is to give more details about the students' regulation strategies, a survey of the literature discussing existing questionnaires that

cover this issue was conducted. From the literature, there were different inventories identified that cover the regulation strategies; among these inventories are the Inventory of Learning Styles (ILS) (Vermunt 1998), the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al. 1991), and the Learning and Study Strategies Inventory (LASSI) (Weinstein et al. 1987). As explained by Vermunt (1998), both the MSLQ, and LASSI include the regulation strategies as a collection of strategies without clear systematic organisation. He explained that the defining feature of such a regulation scale is the division between internal and external regulation. He concluded that although there are some similarities between the three inventories in terms of the self-regulation and external regulation scales, only the ILS provides the lack of regulation scale (Vermunt 1998). Therefore, it seemed the ILS is more comprehensive than both the MSLQ and LASSI when it comes to regulation strategies. As this seems to be the best choice more details about the ILS are presented below.

Development of ILS

The ILS was designed on the basis of results from interviews undertaken with 1st year students who had recently embarked on courses with the Dutch Open University. Using the comments of the students, Vermunt and van Rijswijk (1988) assembled a list of 241 statements divided into 2 parts, each part consisting of two sections: the first part entitled ‘study activities’ related to the activities involved in the processing of course content (50 items) and the regulation of learning (50 items). The respondents were then asked to indicate how often they engaged in the relevant activity using a five-point scale from “I do this seldom or never” scoring 1, to “I do this almost always” scoring 5. The second part, called ‘study motives and study views’, is concerned with study orientations (50 items) and students’ conceptions of learning, education and cooperation (91 items). The respondents were asked to indicate to what extent they agreed or disagreed with each item using a five-point scale from “totally disagree” scoring 1, to “totally agree” scoring 5. Responses were taken from 211 students who had done at least one course with the Dutch Open University. Factor analysis was used to identify those items that were most strongly

associated with each of the 4 components of the ILS. On the basis of the results, they constructed a revised version. The revised version contains 144 items on 16 subscales covering the 4 components; 60 items about processing and regulation activities, 30 items about learning orientations, and 54 items about mental models of learning.

A further factor analysis was carried out on the scores obtained from respondents based on these scales. The result was four independent factors. The first factor linked mental models of constructing knowledge to self-regulation, combined with deep and concrete processing strategies. It also incorporated orientations that indicated a personal interest in the subject matter. The second factor was the exact opposite of the first, with loadings on the external regulation and surface processing scales, related to a certificate orientation viewing learning as the intake of knowledge. The third component linked model of learning as depending on stimulating education and cooperative learning to lack of regulation and an ambivalent orientation. The last one was defined by vocational orientation learning linked to the use of knowledge together with smaller loadings on concrete processing and being certificate-oriented (Vermunt 1998).

Another modification for the ILS was then performed as a consequence of a study that was carried out by Vermunt (1998). He administered the 144-item version of the ILS with 443 students from the Dutch Open University, and combined the findings with responses produced by the 211 students who had participated in the original study. From this, Vermunt formulated a final revised version of the ILS that contains just 120 items and 20 subscales. It comprised 27 items on processing activities (.67 and .80), 28 items on regulation activities (.67 and .78), 25 items on learning orientations, and 40 items on mental models of learning (.74 and .93 for last two scales).

This inventory has been very influential in the higher education context (Boyle et al. 2003). The validity of this inventory is confirmed in different contexts. In the Netherlands, for example, Busato et al. (1998) confirmed the validity of the ILS in two different research designs; cross sectional and longitudinal designs. Boyle et al. (2003) administered the ILS to British students in the UK, then using confirmatory

factor analysis and regression analysis they concluded that Vermunt's model provided the best fit for their sample, confirming the validity and reliability of the ILS. In addition, in Saudi Arabia, a very small-scale study was performed using the ILS in 2008. However, the sample size used in this study (17 participants only) was too small to offer any considerable validation for the inventory (Al-Kadri 2008).

Adaptation, Translation and piloting

The next step was that the questionnaire items were appropriately adapted to suit the translation context. During this process, I aspired to change as little as possible of the original items in the questionnaire in order not to jeopardise the validity of the scales. The adaptation process resulted in minor edits to the original items to tailor them to the context of translation studies. So an item such as *"When I start reading a new chapter or article, I first think about the best way to study it"* was changed to *"When I am given a new text to translate, I first think about the best way to translate it"* (See Appendix C).

After the adaptation of the questionnaire, there was a decision made regarding whether to translate the questionnaire into Arabic or whether to administer it to the students in English. This was due to the fact that the sample for the present study consisted of students doing translation studies, which suggests that they have at least a satisfactory level of English. To assist in making the decision, a small-scale pilot study was carried out with the help of one of the translation teachers in Saudi Arabia. The results of this pilot study can be summarised as the following: there were some indications of language barriers when answering the questionnaire; some of the students did not respond to some of the items, although they were told that there was no right or wrong answer. In addition, there were some contradictions in the students' answers which might be attributed to misunderstanding the questions (again, the language barrier). So a decision was made to translate the inventory into Arabic. This was further emphasised by the idea that if the inventory were translated into Arabic, then it would be available to the Arabic research communities that do not speak English, not only in Saudi Arabia but also in the whole Arab world. As a

result, translating the inventory could in itself be a very important contribution of the present study. Moreover, the result of this small pilot study showed there were some problems with the questionnaire layout; i.e. some of the students did not pay attention to the second part of the questionnaire which was on the reverse side of the paper.

Translating the questionnaire into Arabic, whilst beneficial, was not a simple task; any slight mistake in the translation might have serious effects on the results of the study. The translation was done by me, and I had already spent a significant amount of time studying the wordings of the ILS. As part of the process all possible equivalents for the key words were listed and studied to determine the most suitable ones. The aim was to find alternative words that would have a similar effect on the reader as that intended by the developer of the ILS. Therefore, each word was studied to understand the connotations it carried for the reader, and then the suggested equivalent was studied to see if it shared similar connotations or not. Based on these comparisons, the most suitable equivalents in Arabic were used. This was greatly helped by the literature already available in Arabic about self-regulated learning. The translation was then checked by a teacher who is specialised in translation. Different techniques were used to check the translation, amongst these back translation; i.e. translating the Arabic questionnaire back into English, and then comparing it with the original questionnaire. Of course, as is known in translation, there will not be a 100% match between the original text and the back translation, however a high degree of consensus indicates a very good translation. A short but clear and intensive introduction was written to explain the purpose of the research, the voluntary nature of the participation, and guidelines as to how to complete the questionnaire. This proved to be very important since I was not able to personally administer the questionnaire to the students. Also, it was clearly signalled that there were some questions on the reverse side of the paper.

After this process was completed, a larger scale pilot study was carried out. The aim of this pilot study was to determine the suitability of this inventory to both the cultural and educational contexts affecting the present study. It also aimed to detect

any issues with the questionnaire that needed to be addressed before the main study, such as the translation and design of the questionnaire.

From the pilot study it was determined that 10-15 minutes should be adequate for the students to complete the questionnaire.

Data

The questionnaire was administered towards the end of the academic year to students currently studying on translation studies courses. This was intentional so that the experiences of the participating students would still be fresh in their minds. After consultation with the responsible staff in each institution, it was decided that the best way to reach students would be through administering the questionnaire during class time. The staff suggested that the questionnaires should be handed to them and that they would take responsibility for administering them to their students. At each institution, one of the staff was assigned as facilitator to oversee the administration process. In addition to the written introduction, clear instructions were given to the facilitator as to the nature of the research and how the questionnaire should be distributed and completed. Heavy emphasis was put on the voluntary nature of participation, and that students should not be under any pressure to participate in this study. Moreover, the anonymity and the confidentiality of the information was highlighted. The facilitator handed over the questionnaire to the teaching staff to administer to their students. The last 10-15 minutes of the class time were assigned to distribute and complete the questionnaire. Students could also use the breaks between the classes if they needed more time to complete the questionnaire.

Analysis

The form of analysis used to analyse the questionnaire data was factor analysis, conducted using the Statistical Package for the Social Sciences (SPSS 15.0). The data was manually entered and each student was assigned a code to facilitate the analysis. The missing values in the data were replaced with zero values. This is a

procedure used to prevent SPSS from omitting cases completely when running the factor analysis. Details of the analysis procedures, the techniques used, and how the output was interpreted are presented in chapter four.

3.6. Details of design and Analysis II: Interview

Semi-structured Interviews

An interview is “a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him; on content specified by researcher objectives of systematic description, prediction, or exploration” (Cannell & Khan 1968, cited in Cohen & Manion 1994). A semi-structured interview is “a context in which the interviewer has a series of questions that are in the general form of an interview schedule but is able to vary the sequence of the questions. Also the interviewer usually has some latitude to ask further questions in response to what are seen as significant replies” (Bryman 2004: 113).

The semi-structured interview was used in this research to help with exploring the students’ perceptions and experiences of teaching and learning in translation studies. Patton argues that “the purpose of qualitative interviewing is to capture how those being interviewed view their world, to learn *their* terminology and judgements, and to capture the complexities of *their* individual perceptions and experiences” (Patton 2002:348). Indeed this is what is required here, to effectively “capture the complexities of their individual perceptions and experiences”. Other types of interviews are not suitable for the present study for different reasons, among them:

- Structured interviews, where interviewees are presented with exactly the same questions (Bryman 2004), do not permit the interviewer to pursue topics or issues that were not anticipated when the interview schedule was written (Patton 2002).

- Unstructured interviews, where the interviewer has only a list of topics to be covered, and the phrasing and sequencing of questions varies from interview to interview (Bryman 2004), require a great deal of time if information is to be collected systematically; sometimes requiring several interviews with each of the different participants before a similar set of questions has been posed to each of the participants (Patton 2002). In some cases, the interviewer has only one starting question, and the rest of questions emerge from the interview as it progresses.

Interview schedule and interview format

To facilitate the interviews with the students about their learning, an interview schedule was established. The interview schedule consists of four themes as informed by the literature. These themes are: approaches to learning, skills of self-regulation, orientations to education, and aspects of TLEs. For each of these four themes a set of questions was written; in addition to which some probes were written to help the interviewees elaborate on some of the topics. The focus of the interview was also on the everyday experiences of the students while studying translation. The interview began by asking about recent experiences to help interviewees focus on a single concrete experience. Then it proceeded to discuss everyday activities related to translation studies. The questions were written in English and negotiated between me and my supervisors, before being carefully translated into Arabic. All of the interviews were then carried out in Arabic. This was done to make sure the interviews went smoothly. Also this was enhanced by the pilot interview.

Following Patton's advice, the wording of the questions was truly open-ended, and dichotomous response questions were avoided (Patton 2002). In addition, I strove to make sure the questions were as clear as possible to the participants. In some cases, role-play and simulations involving questions and a scenario were used to make the questions clearer to the interviewees, (see the interview schedule in appendix A).

Style of interviewing

The interview followed a semi-structured style which, according to the literature should prove to be a powerful way of obtaining information from participants. The interview schedule started with a brief introduction about the research and its aims; also giving the interviewees some background information about myself and how the interview was going to be used. It also explained to the participants who would have access to the interviews, assuring them about the confidentiality of the information. The participants were given an opportunity to raise any questions regarding the interview and then the interviewees were asked for permission to record the interviews and were told why this was important for me. In all cases permission for the recording of the interviews was granted. The interviewees were also told that participation is voluntary and that they could withdraw at anytime if they wish to do so. They were told to look at their participation as a favour they are doing for me; no rewards were offered or given to the participants. The interviews took place on the premises of the participating institutions. They took place either in empty classrooms, or in one of the staff members' offices. Nobody other than me and the interviewees attended any of the interviews. In order to raise the level of confidentiality in reference to the research, the participants were told not to offer any names or any socio-demographic information at the outset of the process. This proved to be very effective; they felt more relaxed and with the help of introductory statements, any suspicions about my aims seemed to disappear and they spoke very freely during the interviews. These measures were very important in this context, since students are not used to being asked to participate in interviews or give feedback on their studies. Some of them expressed their appreciation for being offered the opportunity to speak about their studies, although they understood that this would not benefit them personally. Therefore, the issue of confidentiality seemed to be of highest importance to them.

The use of individual and group interviews

Both individual interviews and group interviews were used in this research. Individual interviews were used with the more advanced students; those who were in the final year of their studies. Group interviews were used with students in the early years of their studies; those who were studying a translation course for the first time. The reason for using these interviews in this way can be summarised by the following; it was thought that students in the final year of study will be more confident and have more experience in translation studies which will allow them to talk freely about their experience. They have studied different courses in translation and therefore they have been through different experiences in studying translation and require more time to share their experiences. In their early years students are less confident and have less experience than those at advanced levels. In most cases, they are taking translation courses for the first time in their lives. Therefore, it was thought that placing them in a group interview setting might encourage them to think and speak about their experiences.

Sample

There are different techniques for sampling in qualitative research; however the best known one is purposive sampling. Indeed, it is most suitable for the present study, since the main aim of the research is to investigate the students' learning experiences at three higher education institutions in Saudi Arabia. The sample group for the present study were recruited from translation studies students at the three participating institutions. A decision was made to recruit students from the early levels and the final levels. One of the reasons for this criterion was to allow for any comparison between the two groups. This would also complement the comparison made in the quantitative parts of the study. It was hoped that the qualitative part would complement the quantitative part and that it would illuminate the differences across the years of studies. For each institution, three group interviews and three individual interviews were conducted; each group consisted of three students (except two groups consisting of two students). After gaining permission from the relevant

staff in each institution, I contacted the students during class time and asked volunteers to come forward for the purposes of interview. This situation was greatly helped by the encouragement of the attending staff. So, as can be shown in table 3.2, there were six interviews and eleven interviewees from each institution, with the exception of one institution which had twelve interviewees. In total, there were eighteen interviews and thirty-four interviewees.

Table 3.2 interviews and students number in each institution.

Institution	A	B	C	Total
Individual Interview	3	3	3	9
Group Interview	3: (3),(3),(2)	3: (3), (3), (3)	3: (3), (3), (2)	9
Total no. of Interviewees	11	12	11	34

Interview transcript

A decision was made to transcribe all of the interviews. The reason for this was that it is easier to deal with written text in the course of analysis than with audio materials. Also almost all of the research employing interviews in this area has made use of transcriptions for analytical purposes. All the interviews were transcribed by me. This was intentionally done to serve different purposes: by transcribing the interviews, I became more involved in the interviews and so became increasingly familiar with the data. Also the field notes and observations used for each interview were incorporated into the interview transcripts to offer a more comprehensive view of each interview. A transcription kit was used to facilitate and speed up the process of transcription. It is important to note that although the primary work was done concerning the transcription of the interviews, I also made use of the audio format in

the analysis process, instead of relying only on the transcript. Thus, I was continuously engaged with the data throughout the whole research process.

Translation of interview transcripts

As mentioned earlier all of the interviews were carried out in Arabic; the native language of the participants. A decision was made to translate some of the interview transcripts into the English language to facilitate sharing of the analysis with my supervisors. The first transcript was translated fully into English and then the analysis was carried out by me and presented to the supervisors who gave some feedback and advice as to how to carry out the analysis process. The process was repeated again and again until the supervisors were satisfied that I could carry forward the analysis procedure unassisted. Then the analysis was carried out using the original Arabic transcripts and only relevant quotes were translated from the interview transcripts and presented to the supervisors. Again the supervisors provided feedback and advice on the analysis process. So in total nine interviews, out of the eighteen transcribed interviews, were fully translated into the English language. The transcript was then used to perform the analysis. This was facilitated by computer assisted qualitative data analysis software (CAQDAS). A discussion about these types of software is presented below to give the reader an idea about them.

CAQDAS

CAQDAS is a family of software designed to assist with analysing qualitative data. They are data management rather than analytical tools, meaning the analysis is still done by researchers. Reid stresses that the computer does not analyse qualitative data, it only manages it (1992 cited in Merriam 1998), providing tools for researchers to code segments of the text according to particular conceptual schemes. These codes can then be searched and retrieved. Also researchers can organise the coded segments into categories and subcategories. They can also search for

particular features such as words or phrases. The software can help researchers by providing a feature which allows them to write memos and reflections about the analysis that can be recorded in appropriate places (Weitzman & Miles 2000).

According to Silverman (2003), there are many advantages to using CAQDAS. The first one is speed when handling large volumes of data. This saves researchers time and effort, which would otherwise have been spent on clerical work, involving mounds of colour coded photocopied paper, sorted into piles and involving cutting and pasting and so on. This allows researchers to focus on exploring and analysing the data. Moreover, it allows researchers to analyse data from a large sample rather than restrict them to a smaller sample as a limitation of the analysis. It also provides researchers with what Silverman called an aerial view of a landscape: 'Patterns can sometimes be seen from an aerial view which, to the person on the ground, are merely random feature' (Silverman 2003: 254). Moreover by being able to quickly re-sort the database, redefine codes, and reassign segments, researchers are encouraged to revise their analysis and make changes whenever necessary (Weitzman & Miles 2000).

The second advantage of using CAQDAS, as mentioned by Silverman, is that it helps researchers in providing a rigorous analysis. It is relatively easy for a researcher using software to examine a whole corpus of data rather than segments only. This proved to be important in refining codes. In addition, researchers can now demonstrate that they have searched the whole corpus for negative cases. This, no doubt, contributes to the trustworthiness of the analysis. This does not only increase the reliability of the research, it may also allow for a new level of secondary analysis. By storing data in a database, there is the potential for it to be easily accessible and available for secondary analysis (Cornard & Reinhartz 1984 cited in Merriam 1998).

Weitzman and Miles (2000) mentioned a set of advantages when using such software; among them the consistency. By searching all places for certain key words, or codes, researchers can be much more careful about not missing data that contradict some of the hypotheses; this makes them more consistent.

However, some researchers warn against the program dictating a certain mode of analysis for the researcher. If the assumption behind the program, for example, is that the relationships among codes are always hierarchical, this might shape the analysis. If it allows for a direct representation of a hierarchical relationships among codes, but not a non-hierarchical relationship, it will most likely encourage thinking in this way. However, being aware of this assumption, researchers can always find a solution (Weitzman & Miles 2000).

There are different commercial products of CAQDAS, among them Nvivo, ETHNO and Atlas. After comparing and contrasting among these packages, a decision was made to use the NVivo software. A brief description about this package is presented below.

NVivo

NVivo is one of the most well known program in the CAQDAS family. As mentioned above, it is a data management tool and does not perform the analysis. The main features of NVivo are that it stores data in a database. This could be done either internally or externally. It supports different types of data such as text formats and multimedia formats. It supports the coding and retrieval process. The coding scheme in NVivo could be hierarchical or non-hierarchical. The codes (which are referred to as nodes in NVivo) may be free, which means they stand alone, or represent tree nodes which are related to other nodes. Under the auspices of tree nodes, there are what are known as child nodes. These are basically nodes which are seen as sub-nodes of each other. Nodes can be created upfront (inductive) or can be created as emergent codes from the data (deductive). Nodes can be retrieved by opening a node and viewing it in a detailed view. In this sense, coded segments are separated from the context that they were originally taken from. However, under each segment there is a hyperlink, which directs the user immediately to where the code was taken from so that the context can be seen instantly.

The analysis process

The present study has resulted in more than fifteen hours of interviews carried out with students at the three participating institutions. The transcripts from the interviews comprise more than 255 pages of interviews (in Arabic). To mask the participants' identities, every student was assigned an alpha-numeric code. For example, the student in an individual interview would be given a code such as 'S1A', which contains information about the participant. In this example 'S' stands for 'student', number '1' refers to the sequence he was recruited from among all students in the same academic year, and 'A' refers to the institution from which he was recruited. Since all individual interviews were conducted with students in their final years, there was no need to add a number indicating the academic year. As for students in group interviews, they would get a code such as 'S1G1A'; a code with one more letter 'G' and one more number '1'. Similarly, 'S' stands for 'student', '1' refers to the sequence of the student among the member of this group, 'G' stands for 'group' interview, followed by number '1' which refers to the group number at the institution, and finally 'A' stands for the institution from which the group is recruited.

It is important to note that the whole process of analysis is an iterative process. Although these steps might suggest a linear process, it is better viewed as a flexible cyclical process. As explained by Tesch (1990) the process of data analysis is eclectic; there is no right way. The analysis process can be described in the following steps:

- Step one: selection: First, as mentioned above, all of the interviews were transcribed. Then, the transcription from the first interview was read. During this reading, themes which seemed important were selected. This process of selecting themes was very open, in the sense that any themes which seemed to reveal important aspects of the students' experiences were selected.
- Step two: coding: the next step involved coding the selected themes. These themes were coded in two ways; either deductively, which means taking the words of the interviewees, or inductively by borrowing some of the

codes from the literature. By the end of this process, a master list of themes was completed. This process is a kind of data reduction as mentioned by Tesch (1990), Marshall and Rossman (1989: 114). In the next step, the second interview transcription was read in a way that was similar to the first transcription. The process of selecting themes was repeated, which again resulted in a second master list of themes. This was compared and contrasted with the first master list. Also the extracts for each theme were checked together to ensure that they represented the same underlying meaning, and these were cross checked within the interviews from which they were taken. This process ensures that the meaning of the extracts was not taken out of context. The codes were adjusted as required as a result of this process. The data were then organised in accordance with the four main foci of the present research; approaches to learning, self-regulation, orientation towards education, and TLEs. Although the interview schedule, which was used to help with guiding the interview, was set up in a way which recognised this order, the relevant comments about these themes were not always found in to be in accordance. Several students commented about some themes whilst speaking about others. This was not discouraged during the interview process because the main aim of the interviews was to gain an insight into students' perceptions.

- Step three: organisation of coded themes. In this step, the themes were organised according to the relationship among them (Cousin 2009; Marton 1986 cited in Tesch 1990:92). Themes which cover general areas were assigned a parent node in NVivo, under this parent node there were multiple child nodes; such as intention, cognitive activities and metacognitive skills. Under these child nodes, there was a further level of child nodes. So under intentions for example there was an understanding of the text prior to translating it, and consideration of the communicative purpose of the text and so on.
- Step four: creating coding sheets: in this step, the data were then put into what is called a coding sheet. The aim of the coding sheet is to give a

larger picture of the analysis. This helps identify any contradictory themes or comments as suggested by Huberman and Miles (1994). This was done by identifying important segments relating to each theme and then putting these segments into a sheet organised according to the four themes. All segments from the same interviewee related to the same theme were put together to provide a more holistic account of the students' experiences. This also proved to be helpful in depicting the case studies reported in chapter six. The most important point at this stage was the decision to choose which segments to include in the analysis. It was very important at this point not to omit any comments that might contain information about the foci of the present study.

- Step five: cross checking. At this point cross checking was conducted to eliminate any misunderstanding. With all the segments of each theme in one document, and each person's comments put together, further work was done to highlight words, phrases, and sentences from the comments that are illuminating about the experience of the students. In order to avoid misinterpretation, these comments were rechecked in the original interview transcript in order to guarantee that there would be no misunderstanding in the meaning, or that the comments were taken out of contexts. This also served to identify any contradictory comments originating from the same person, which helped with depicting the holistic accounts reported in chapter six.
- Step six: code comments into categories and themes and explore students' learning.

3.7. Trustworthiness and ethical issues of the study

Trustworthiness

A fundamental issue which every researcher needs to address is to establish the credibility of their research. Two concepts are often mentioned in any discussion about the scientific credibility of the research; validity and reliability (Silverman

2001). However Golafshani (2003) argues that these concepts, in the manner in which they are discussed in quantitative research, may not be applicable for qualitative research. Strauss and Corbin argue that these concepts need to be redefined in order to fit the realities of qualitative research (1990 cited in Golfashani (2003). Furthermore, some researchers argue that these two concepts are not viewed separately in the qualitative paradigm and can be replaced by the idea of trustworthiness (Cousin 2009; Golfashani 2003; Mishler 2000). They are often represented by terminologies that include trustworthiness, credibility, and transferability.

Different strategies were used to enhance the trustworthiness of the present study. Firstly, triangulation, which is defined by Denzin as ‘a combination of methods used to study interrelated phenomena from multiple and different angles or perspectives’ (cited in Rothbauer 2008). There are four types of triangulation; triangulation of methods of data collection, investigator triangulation, theory triangulation, and triangulation of data sources (Rothbauer 2008). In the case of the present research, two methods of data collection were combined; interviews and surveys. The combination of these two methods applied to one part of the study; namely the self-regulation part. This was intentionally done to provide more information about this part. Also the interviews were conducted in two ways; individual, and group interviews. Each of these methods has its own advantages and disadvantages. Combining all of these methods should contribute to the trustworthiness of the study.

Another technique that was used to address the trustworthiness issues in the present study involved providing rich and substantial descriptions of the whole research process. This includes providing details about not only data collections and data analysis, but also about the decisions being made at various stages and the rationale behind these decisions. This chapter, and chapters four, five, and six include these kinds of details. Moreover, details about the context of the present study are presented to serve such an aim as well. This matter of providing rich, thick descriptions has been emphasised by many researchers and is designed to maximise the transparency of the work (see, for example, Blaikie 2000; Lincoln & Guba 1989; Merriam 1998). In addition, these details serve to address the issue of transferability.

Transferability depends on the degree of similarities between the original situation and the situation to which transference takes place (Hoepfl 1997). This is preserved by providing the reader with a detailed description about the situation of the present study. The reader can then follow the ‘trail of the researcher’ (Guba & Lincoln 1981; Merriam 1998).

Another strategy to deal with the trustworthiness of the research is to be reflexive. Researchers should be explicit about their preconceptions, power relations in the field, the nature of researcher/respondent interaction, how their interpretations and understanding may have changed, and more generally about their underlying epistemology (Denzin & Lincoln 1998 cited in Gibbs 2007). Cousin (2009) argued that issues of trustworthiness are handled by most analysts of qualitative data by taking a reflexive stance. This stance accepts that subjectivity of the researcher will always be present, and the best way of addressing this is to openly engage with it rather than to assume the unreachable position of objectivity. Details about the context of the study, rich description – as mentioned above – and my role as a researcher are all used to support the reflexivity of the present study.

Another method used to address the issue of trustworthiness involved displaying extracts from the data that demonstrate critically and honestly their fit with the categories created. This allows the reader to judge the plausibility of the account.

Moreover, asking other researchers to look at the data to see if they identify similar “categories of description”, or can add to those already derived, enhances the trustworthiness of the study (Ashwin 2006). As mentioned earlier, some of the interviews were fully translated into English to facilitate the analysis with the supervisors. By doing so, the analysis was checked by both supervisors, which will, no doubt, contribute to the trustworthiness of the research.

Ethical issues

Ethics is a fundamental issue which every researcher needs to address in their research. Shank once summarised the importance of this issue by saying: “a good

researcher is an ethical researcher” (Shank 2002:97 cited in Cousin 2009). Wellington argues that for educational research the main criterion is to be ethical. Cousin (2009) gives two reasons for employing strong ethical framework; the first one is that it has a protective function for both the researcher and the participants. The second one is that it is facilitative and supports the credibility of the research. An ethic, according to Wellington (2000), means a moral principle which is concerned with people’s behaviours and actions. According to Stake (1994): ‘qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict’ (cited in Merriam 1998). According to Merriam (1998), in qualitative studies, ethical issues are likely to emerge in two situations; with reference to data collection, and during the dissemination of the findings.

Different research bodies in different countries publish ethical guidelines for researchers to follow. Among these are British Educational Research Association (BERA) and Economic and Social Research Council (ESRC) in the UK. Relevant principles from both BERA and ESRC were adopted as guidelines for the ethical framework of this study. Extra emphasis were placed on insuring informed consent, confidentiality and anonymity. How these issues were addressed is briefly discussed below.

Informed consent means the participants are aware of the purpose of the research and their role in it. A short statement was introduced at the inventory stage, explaining the aims of the research and the nature of participation. It also emphasised the voluntary nature of participation. In addition staff who supervised the administration of the questionnaires were asked to read this statement aloud before handing them to the students. As for the interviews, at the beginning of each interview an introduction was presented to the students explaining the nature of the research and the students’ role in it. Again the participation was emphasised as voluntary, and it was made clear to them that they could withdraw from the interview at anytime, and for any reason. During this introduction, it was explained to them how the information would be used, and the expected outcomes of the research. The students were offered

an opportunity to ask questions related to the research and referring to their participation.

In the case of confidentiality, which is about the privacy of the participants, students were informed about how this would be achieved. It was made clear to them their identities would not be exposed to anyone other than myself. In addition, it was emphasised to them that their opinions would not be directly revealed to any member of staff at their institutions. Access to the original recordings, transcripts and inventories were restricted to me only. Moreover confidentiality was maintained through the use of pseudonyms whenever a real name was mentioned in the interviews.

Other strategies were adopted to address ethical concerns. For example, I performed the transcription process alone. By doing so, the possibility of a third party having access to the original recording or transcript was minimised, which is hoped to have contributed to the confidentiality of the data.

Finally, as mentioned by Merriam (1998), researchers can use these guidelines to help them deal with some of the ethical issues that might arise, however it is the responsibility of the individual researcher to ensure that research is conducted and disseminated in an ethical manner (1998: 219). She concluded her discussion about the ethical dimension of research with the following words: “The best a researcher can do is to be conscious of the ethical issues that pervade the research process and to examine his or her own philosophical orientation vis-a-vis these issues” (Merriam 1998: 219).

3.8. Conclusion

This chapter has given details about the research design and analysis of the present study. As explained earlier in this chapter, I strived to be as reflexive and transparent as possible, therefore it was deemed necessary to review in great detail how the study was designed, conducted, and analysed. The chapter commenced by presenting the research questions and establishing the methodological framework. Then more details about the context of the study were provided to set out the scene for further discussion about the design and analysis, which were also detailed.

Chapter 4

Findings from inventory data

4.1. Introduction

This chapter is divided into three parts. The first part is concerned with the analysis of the data from the inventory used in this research, i.e. the adapted version of the Inventory of Learning Styles (ILS). The second part examines the patterns of students' skills in self-regulation within each of the three different institutions. The third part focuses on the variations of the regulation scales across different years of study. Within these parts, decision about which particular statistical technique to use and how to interpret the results are described as well. In addition, a discussion of the rationale for these decisions is presented within these parts. The chapter concludes with some comments on important points suggested by the inventory data. A discussion of these points will be presented in order to facilitate the discussion of findings from the interviews in the subsequent chapter.

4.2. Inventory of Learning Styles (ILS)

In the present study, as described in the previous chapters, students' self-regulation was investigated through both the interviews and the questionnaire data. In this chapter, the questionnaire data will be presented. As described in the previous chapter, the pilot study showed that the adapted ILS seemed to be suitable to the present context and the factor structure looked very promising. For the main study, the questionnaires were distributed towards the end of the semester to allow the students to draw on their recent experiences.

This main study involved 352 students from three contrasting Saudi higher education institutions. These institutions represent an old university, a new one and a community college. All of these institutions offer courses in translation studies at the undergraduate level across different years of study. All of the participating students

have done at least one course in translation studies. Table 4.1 shows the number of participating students in each institution and the years of study to which they belong. The 28 items representing the regulation domain of the ILS were administered to the students.

Table 4.1 numbers of participants in survey in each institution.

Institution	1st Year	2nd Year	3rd Year	4th Year	5th Year
A	-	-	48	34	32
B	59	81	31	56	-
C	-	11	-	-	-

Because the main technique used for analysis was factor analysis, an examination of the data was conducted to ensure its suitability for factor analysis. The first issue to address here is the translation of the questionnaire. As mentioned before, the translation was checked by a teacher who is specialised in translation studies. A high level of agreement was reached on the translation of all items. This is further supported by the overall results of the pilot study, which did not indicate any problems in the translation. Another issue is related to the sample. The sample of this study was 352 participants, substantially exceeding the recommended minimum sample of 150 (Tabachnick & Fidell, 2007). However, some researchers argue that it is not the sample size that is of concern, rather the ratio of subjects to items is the crucial determinant of the suitability of the sample. Some suggested ten cases for each item, others recommended five cases to each item (Tabachnick & Fidell, 2007). In this case, the ratio was over 12 cases for each item.

A third issue, which needs to be addressed here, is the strength of the inter-correlation among the items. SPSS provides a measure for that; it is called the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO). It predicts if the data

are likely to factor well, based on correlation and partial correlation. There is a KMO statistics for each variable, and their sum is the KMO overall statistics. KMO ranges from 0 to 1.0. The KMO value was (.78), exceeding the recommended value of (.60) (Kaiser 1970, 1974) and Bartlett's Test of Sphericity reached statistical significance (Bartlett 1954), supporting the suitability of the data for factor analysis. In addition, the data was checked for errors, out of range values, and missing values. No errors or out of range values were found. As for the missing values, the 28 items had 2 to 6 missing values amounting to less than 2 percent of the total number of responses. Therefore, all 28 items should be considered applicable to the majority of the students.

Moreover, the distribution of the items scales were checked to assess the normality of the scores. Using histograms, the actual shape of the scores appeared to be reasonably normally distributed. This was further supported by an inspection of the normal probability plots (Normal Q-Q Plot); in which "the observed value for each score is plotted against the expected value from the normal distribution" (Pallant 2007: 62). In this case, the normality plot appeared to be a reasonably straight line which suggests a normal distribution. Moreover, an inspection of the Detrended Normal Q-Q Plots appeared to give the same result. This involves "plotting the actual deviation of the scores from the straight line. There should be no real clustering of points, with most collecting around the zero line" (Pallant 2007: 62). However, according to Tabachnick and Fidell as long as factor analysis is "used descriptively as convenient ways to summarize the relationships in a large set of observed variables, assumptions regarding the distributions of the variables are not in force" (2007: 613).

Means, standard Deviations (SD), and Cronbach's alphas (alpha) for each of the three scales are presented in the first column of table 4.3 (these reported figures were obtained after the factor analysis). As shown in Table 4.3, all of the three scales showed relatively high scores. Moreover, all of the three scales showed satisfactory levels of internal consistency as evidenced by the alpha values greater than (.50) the minimum requirement for this value.

The main technique used for factor extraction was Maximum Likelihood (ML). Direct Oblimin rotation was used because it is a standard method when a non-orthogonal solution is required, a solution in which the factors are allowed to be correlated. The rotation does not change the underlying structure of the factors; rather it provides a clearer picture. Loadings below (.30) on any components were omitted. This is in line with what is typically suggested by researchers (Tabachnick and Fidell 2007; Field 2009).

There are other techniques used for considering the underlying structure of inventories like the ILS, such as Principal Axis Factoring (PAF) and Principal Component Analysis (PCA) which could be found in similar studies. The PCA accounts for the total variance of the variables and uses a correlation matrix in which the diagonal contains 1s. It is mainly used for data reduction and exploration. On the other hand, the PAF accounts for only the covariations among variables and uses a correlation matrix in which the diagonal contains the communalities. It is used for theory confirmation and causal modelling. As for ML, it estimates population values for factor loadings by calculating loadings that maximize the probability of sampling the observed correlation matrix from a population. Some researchers argue that common factor analysis such as ML and PAF are more appropriate than PCA (See for example Conway and Huffcutt 2003; Costello and Osborne 2005; Garson 2011). Trying all these three techniques, the factor solutions provided by PCA, PAF and ML were generally similar. Therefore, it was decided to use ML because it is commonly used in this kind of research (see for example, Entwistle, Tait & McCune 2000).

As for the decision regarding the number of factors to extract, some researchers recommend using a combination of different techniques to help in making such a decision (see for example Conway & Huffcutt 2003; Fabrigar et al 1999). In this research, different techniques were used to aid in deciding the number of factors to retain. The first one is called Kaiser's criterion. In this technique, only factors with eigenvalues of 1.0 or more are retained. Eigenvalues represent the total of variance explained by that factor. ML revealed the presence of eight components with eigenvalues exceeding 1. However this method is criticised for extracting too many

factors in some cases (Conway & Huffcutt 2003; Pallant 2007; Tabachnick & Fidell 2007). Another technique – which was used to help in deciding the number of factors to extract- is called Cattell’s scree test. This involved plotting each of the eigenvalues against factors and drawing a line connecting them. The plot then is inspected to find a point where the line drawn through the points changes slope and becomes horizontal. Catell recommends that all the factors above the ‘elbow’ are retained (Pallant 2007). An inspection of the Screeplot revealed a clear break after the second and after the third component. Using Cattell’s (1966) scree test, it was decided to retain three components. This was further supported by the results of Parallel analysis.

Parallel Analysis is another technique used to help in assessing the number of factors to extract. It involves generating a random data set with the same size of the data under analysis. Then a principal component analysis is repeatedly performed on this randomly generated data. After that, the average eigenvalues are recorded for each component. In the final step a comparison is made between these eigenvalues of this randomly generated data set with those of the data under analysis, and only those eigenvalues that exceed the corresponding values from the random data set are retained (Tabachnick & Fidell 2007). This method has been proven to be “the most accurate” one (Pallant 2007). Parallel analysis showed only three components with Eigenvalues exceeding the corresponding criterion values of a randomly generated data matrix of the same size (28 variables X 352) (see table 4.2 below).

Table 4.2 Comparison of eigenvalues from factor analysis and criterion values from parallel analysis

Component No	Actual Eigenvalue from factor analysis	Criterion value from parallel analysis	Decision
1	4.401	1.569	Accepted
2	2.400	1.480	Accepted
3	2.215	1.414	Accepted
4	1.246	1.362	Rejected
5	1.142	1.319	Rejected

The main body of Table 4.3 reports the result of a Maximum Likelihood factoring (ML) which was used to extract factors representing the self-regulation skills among the students.

The results revealed the presence of a three-factor solution in a simple structure. Simple structure means each factor has a subset of variables with high loadings in relation to the other variables, and each variable loads heavily on only some factors and low on the rest (Conway & Huffcutt 2003; Fabrigar et al. 1999). The three factors solution explained a total of 34.6% of the variance with factor one contributing to 16.9 %, the second factor contributing to 9.2%, and the third component contributing to 8.5 % of the variance. Table 4.4 reports the Factor Correlation Matrix which shows the relationships between the three factors. In this case the correlation between the three factors is quite low (less than .3) which suggests they are not strongly related.

Table 4.3 Three factors solution.

Scales	Item	Factor		
		1	2	3
Self-regulation. Alpha: .80 Mean: 3.39 SD: .70	1.To test my learning process when I have studied a textbook, I try to formulate the main points in my own words.	.420		
	6.To test my own progress, I try to describe the content of a paragraph in my own words.	.356		
	10.When I am given a new text to translate, I first think about the best way to translate it.	.334		
	14.To test my learning progress, I try to answer questions about my translation which I make up my self.	.579		
	19.When I have difficulty translating a particular text, I try to analyse why it is difficult for me.	.429		
	22.When I am studying, I also pursue learning goals that have not been set by the teacher but by myself.	.520		
	24.If I do not understand a study text well, I try to find other literature about the subject concerned.	.579		
	28.When doing assignments, I train myself thoroughly in applying the methods dealt with in a course.	.403		
	2.I add something to the subject matter from other sources.	.557		
	9.I do more than I am expected to do in a course.	.465		
	13.In addition to the work set by the teacher, I study other literature related to the content of the course.	.681		
	27.To test whether I have mastered the subject matter, I try to translate texts that pose other problems besides the ones given in the study materials or by the teacher.	.548		
External Regulation. Alpha: .69 Mean: 3.97 SD: .62	4.I learn everything exactly as I find in the textbooks.		.532	
	7.If I am able to give a good answer to the questions posed in the textbook or by the teacher, I decided that I have a good command of the subject matter.		.463	
	8.I study all the subject matter in the same way.		.448	
	15.I study according to the instructions given in the study materials or provided by the teacher.		.651	
	17.I use the instructions and the course objectives given by the teacher to know exactly what to do.		.379	
	20.I test my learning progress solely by completing the questions, tasks and exercises provided by the teacher or the textbook.		.375	
	25.I experience the introductions, objectives, instructions, assignments and test items given by the teacher as indispensable guidelines for my studies.		.438	
	26.I study the subject matter in the same sequence as it is dealt with in the course.		.427	
Lack of Regulation.	5.I notice that the study instructions that are given, whether orally or written, are not very clear to me.			.517

Alpha: .65 Mean: 3.32 SD: .76	11.I notice that I have trouble processing a large amount of subject matter.			.590
	16.I realize that my understandings of the objectives of the course are too general for me to offer any support.			.403
	18.I notice that it is difficult for me to determine whether I have mastered the subject matter sufficiently.			.528
	21.I realize that I miss someone to fall back on in case of difficulties.			.469
	23.I realize that it is not clear to me what I have to remember and what I do not have to remember.			.405

Table 4.4 Factor Correlation Matrix.

Factor	1	2	3
1	1.000	.241	.079
2	.241	1.000	.056
3	.079	.056	1.000

Extraction Method: Maximum Likelihood.

Rotation Method: Oblimin with Kaiser Normalization.

As shown in the table, the first factor had high loadings mainly from items related to the scale of self-regulation. Also item no 28 (*When doing assignments, I train myself thoroughly in applying the methods dealt with in a course*) had a high loading on the first factor. This item was classified by Vermunt (1994) as part of the scale of external-regulation. In this case, however, the students seemed to have interpreted this item as a self-regulatory item rather than an externally regulated item. A decision was made to move this item from the scale of external-regulation to the scale of self-regulation. This decision was further supported by an increase in the alpha of the self-regulation scale due to this change. The second factor had high loadings from items related to the scale of external regulation with the exception of three items: 3, 12, and 28. As for items 3 and 12, a decision was made to delete both of them because they seemed to negatively affect the loadings of the other items on both factors . As for item 28, as mentioned above it was moved to the scale of self-regulation.

Finally, the third factor had high loadings from items related to the scale of lack of regulation. Because of these changes, 26 items out of 28 were retained for further analysis. So we could say in general, the best solution is the three factor solution with items related to the scale of self-regulation loaded on factor one, items related to the external regulation scale loaded on the second factor, and The lack of regulation scale loaded mainly on the third factor.

Taking into account all the analysis reported above, it was possible to make the following summary observations on the self-regulation dimension of the ILS. Firstly, all of these scales of regulation had a satisfactory internal consistency according to their alphas. The construct validity was shown by the fact that the collectively defined factors generally corresponded to the different self-regulation dimensions suggested by the literature (Vermunt 1996,1998; Boyle et al. 2003; Busato et al. 1998; Al-Kadri 2008). Moreover, the above-mentioned findings also provided some preliminary insights into the regulation of the learning process in the Saudi higher

education from the students' perspectives. This adaptation of the ILS resulted in an Arabic version called Saudi Arabia Inventory of Learning Styles (SAILS).

4.3. Regulation skills across different years of study

To examine the variations of three regulation scales within each of the three participating institutions, two techniques were used. The first one is done by presenting the distributions of the three scales across the years of study in each institution through boxplots. The boxplots then were examined to describe the variations in the regulation scales. In the second technique, to test the variations of the regulation scales within the institutions, a Kruskal-Wallis Test was performed to detect any statistically significant differences among them. Kruskal-Wallis Test is a non-parametric test that is used as an alternative to a one-way between-groups analysis of variance (Pallant 2007). It allows for the comparison of scores on some continuous variable for three or more groups; in this case, a comparison of the score of each regulation scale for the three groups of years of study.

Institution A

Box plots of the three regulation scales across the three years of study in institution A are presented in Figure 4.1. It seemed from the graphs that the scores of the external-regulation scale is higher than the other two scales, which might mean that the students in this institution described high level of external regulation. The Figure shows that there is a steady decrease on the self-regulation and the lack of regulation scales across the years of studies. As for the external-regulation scale, there was no clear trend, since it seemed to increase in the fourth year, then dropped in the fifth year. However, to determine whether these variations are statistically significant or not, a Kruskal-Wallis Test was performed on all of the three scales across the three years of study.

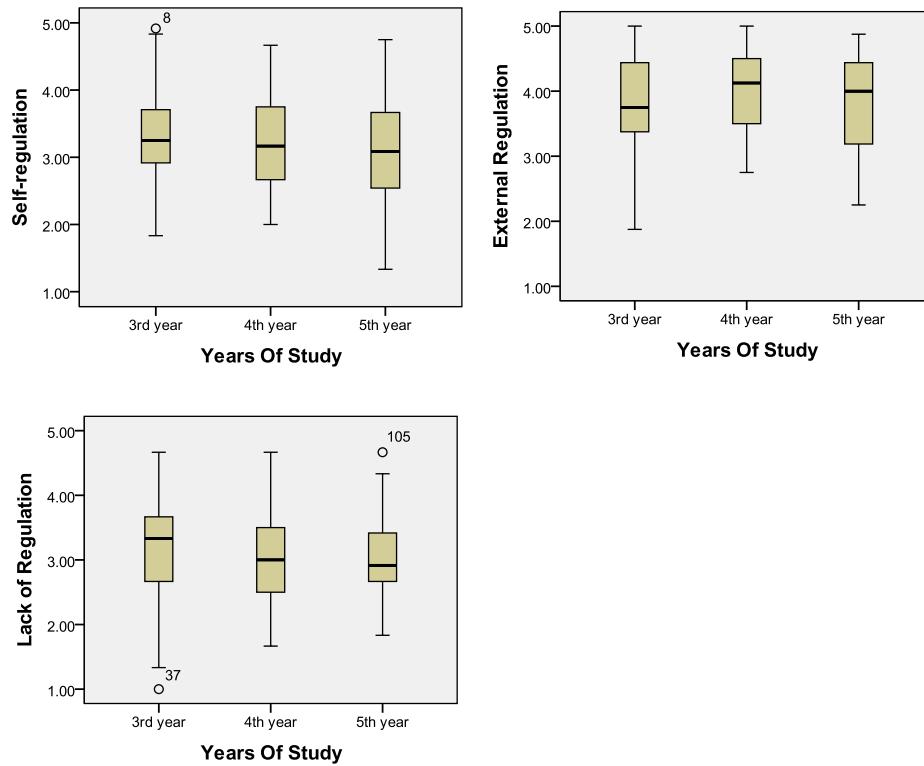


Figure 4.1Boxplots of the three regulation scales in institution A.

The result of the three Kruskal-Wallis tests revealed that there is no statistically significant differences in any of the three regulation scales across the three years of study in this institution.

Institution B:

Figure 4.2 showed the distributions of the scores of the three scales across the four years of study in institution B. From the overall picture of the three scales, it seemed that the score of the external regulation scale is higher than the other two scales, which – again – might mean that the students in this institution described high level of external regulation.

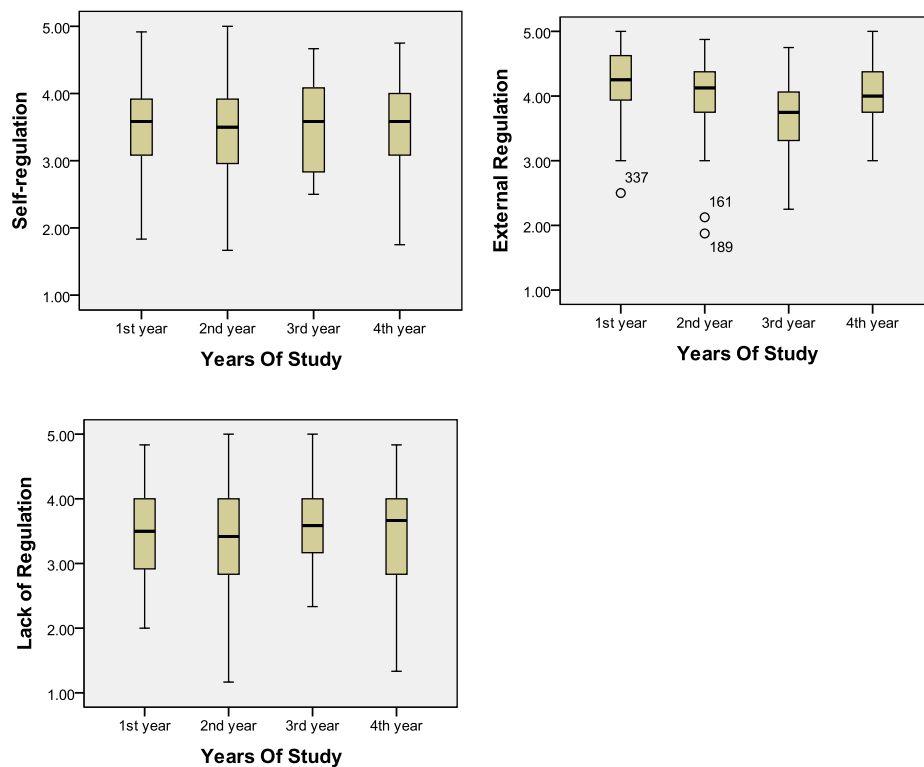


Figure 4.2 Boxplots of the three regulation scales in institution B.

Kruskal-Wallis tests were performed on all of the three regulation scales to assess possible trends across years of study. Two of them; the self-regulation, and the lack

of regulation scales, revealed no statistically significant differences across the four groups of years of study. As for the external regulation scale, the Kruskal-Wallis test revealed a statistically significant difference across the four years of study $\chi^2(3, n = 222) = 15.5, p = .001$. The first year of study group, recorded the highest median score ($Md = 4.2$). The second year of study came second with a median score ($Md = 4.1$). The fourth year of study came third with a median score ($Md = 4$). Finally the third year of study came last with a median score ($Md = 3.7$).

Institution C:

Since participants from this institution were from the second year only, it was not possible to investigate the development of the regulation skills across different years of studies. Therefore, the analysis focuses on the status of the three scales at that particular year of study using boxplot. Examining the three scales of regulation – which are shown in figure 4.3- showed that both scales of self-regulation and external regulation have scored slightly higher than the lack of regulation scale.

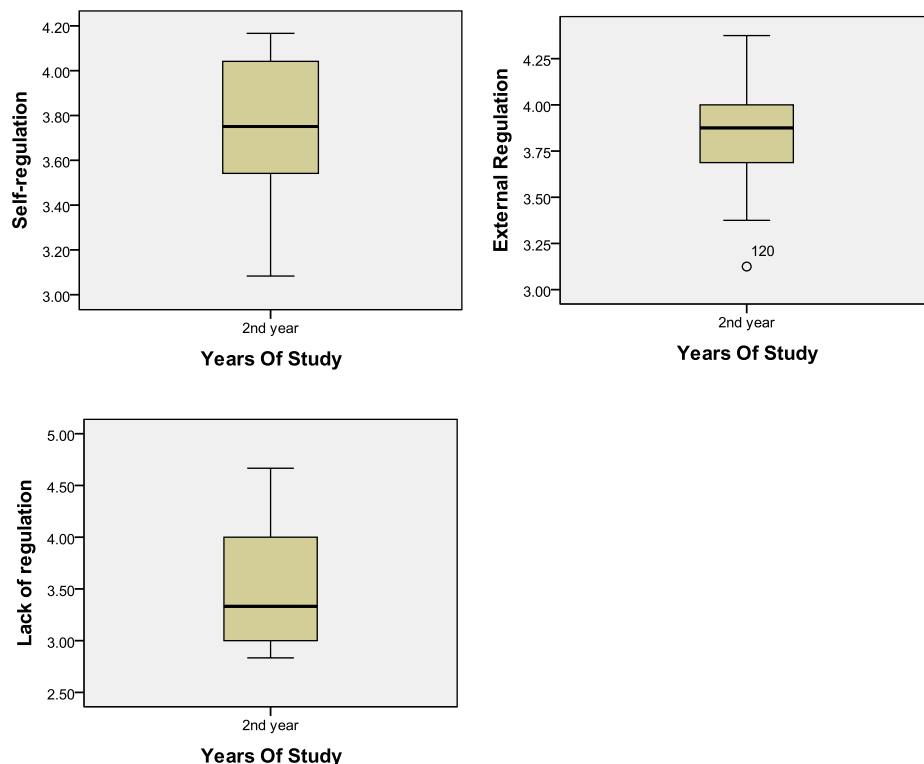


Figure 4.3 Boxplots of the three regulation scales in institution C.

4.4. Regulation skills across different institutions

Two techniques were used to examine the variations in the three regulation scales across the institutions. Similar to what was done in the previous section; the distributions of the three scales were examined using boxplots. Separate comparisons between institutions were made for each year of study to avoid the students' levels of experience confounding the findings. This means that some comparisons are only between two institutions as not all institutions had students in each year. Moreover, non-parametric tests were used, but in this case, the Mann-Whitney U Test. Mann-Whitney U Test "is used to test differences between two independent groups on a continuous measure" (Pallant 2007: 220). It is a non-parametric alternative to the t-test for independent samples. Unlike the t-test which compare the means of the two groups, Mann-Whitney U Test compare the median of the two groups. It converts the scores on the continuous variables to ranks across the two groups, and then evaluates whether the ranks of the two groups differ significantly (Pallant 2007).

Second Year

The distributions of 2nd year data using boxplots – which are shown in figure 4.4- shows that the scale of self-regulation in institution C is scored slightly higher than that of institution B. At the same time, institution B seemed to score higher than C on the scale of external regulation, which might mean that participating students in institution B described higher external regulation than participants in institution C in that particular year of study. As for the lack of regulation scale, they both seemed to have similar median scores. To further examine the significant of these variations, Mann-Whitney U Test was performed on all of the three scales in this particular year of study across the two institutions.

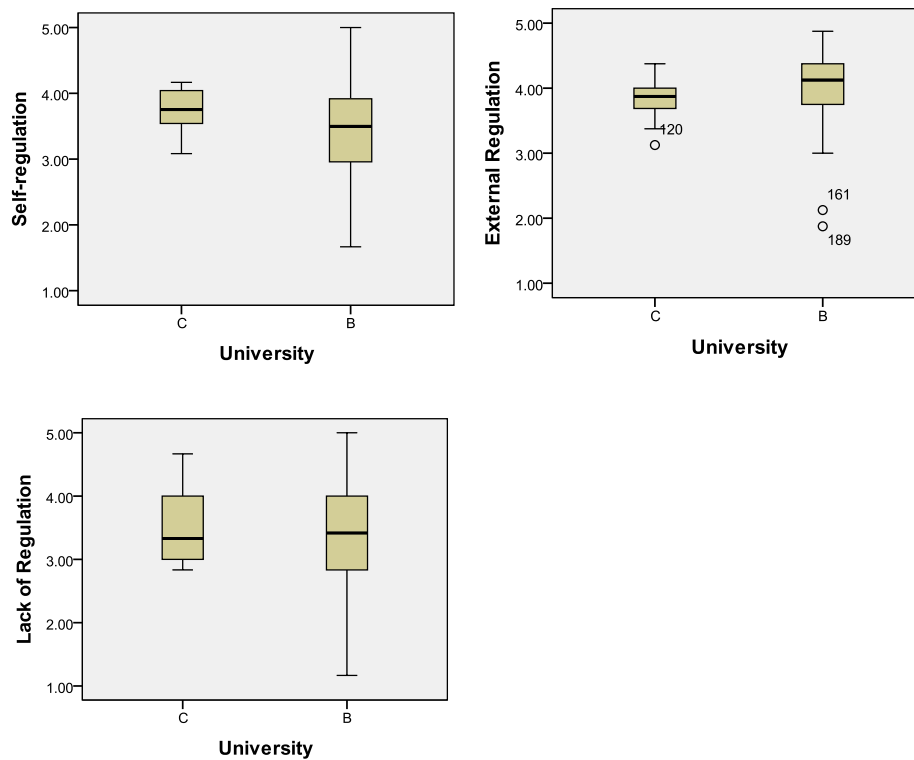


Figure 4.4 Boxplots of the three regulation scales in the second year of studies across institutions.

A Mann-Whitney U Test revealed a statistically significant differences in the external regulation on the second year of study group scale between institution B which scored higher ($Md = 4.1$, $n = 78$), and institution C ($Md = 3.8$, $n = 11$), $U = 266.500$, $z = -2.03$, $p = 0.04$, $r = 0.216$. On the other hand, Mann-Whitney U tests was conducted on the other two regulation scales; the self-regulation and the lack of regulation scales, in the second year group, and they revealed no significant differences between institution B and C.

Third year

Figure no 4.5 shows that participants in institution B scored higher than participants institution A in both scales of self-regulation and lack of regulation. When it comes to the external-regulation scale, they both seemed to have similar median scores.

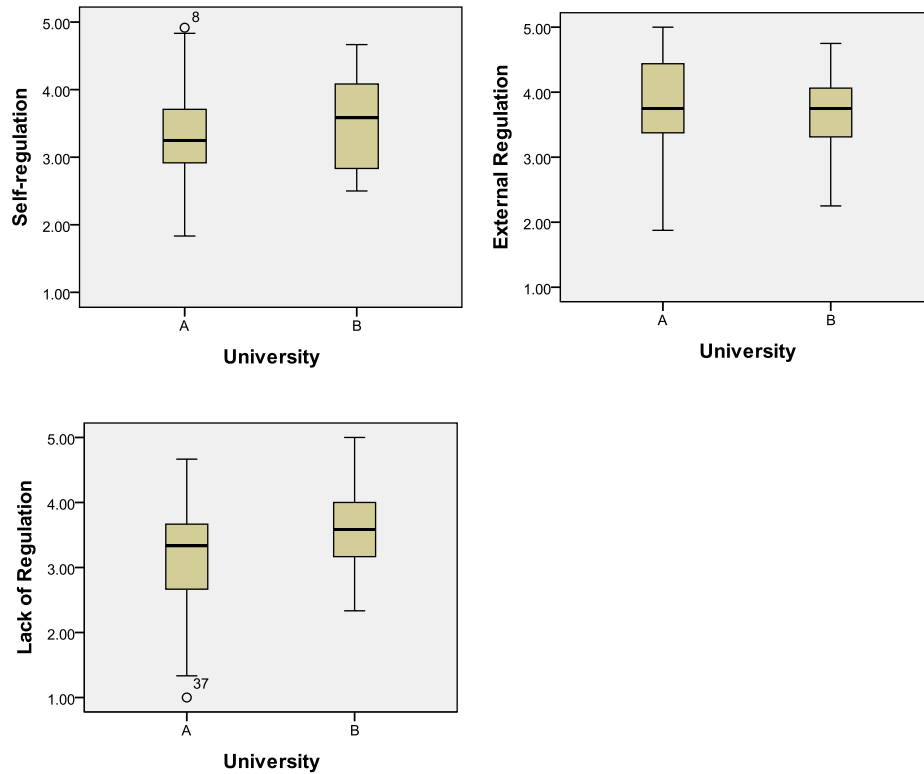


Figure 4.5 Boxplots of the three regulation scales in the third year of studies across institutions.

Similar to what was done to examine the significance of the variations of the regulation scales in the second year group, Mann-Whitney U test was used to examine the variations in the third year group. It revealed a significant differences in the lack of regulation scale among the third year group in institution A ($Md = 3.33$, $n = 46$) and institution B which scored higher ($Md = 3.58$, $n = 28$), $U = 453$, $z = -2.13$, $p = 0.03$, $r = 0.24$. As for the other two scales; the self-regulation, and the external regulation scales, the Mann-Whitney tests revealed no significant differences among the third year group in the two institutions tested.

Fourth year

Similar to what we have seen in the 3rd year, figure no 4.6 shows that participants in institution B scored higher than participants in institution A in the scales of self-regulation and lack of regulation. However, participants in institution A scored higher in the external-regulation scale.

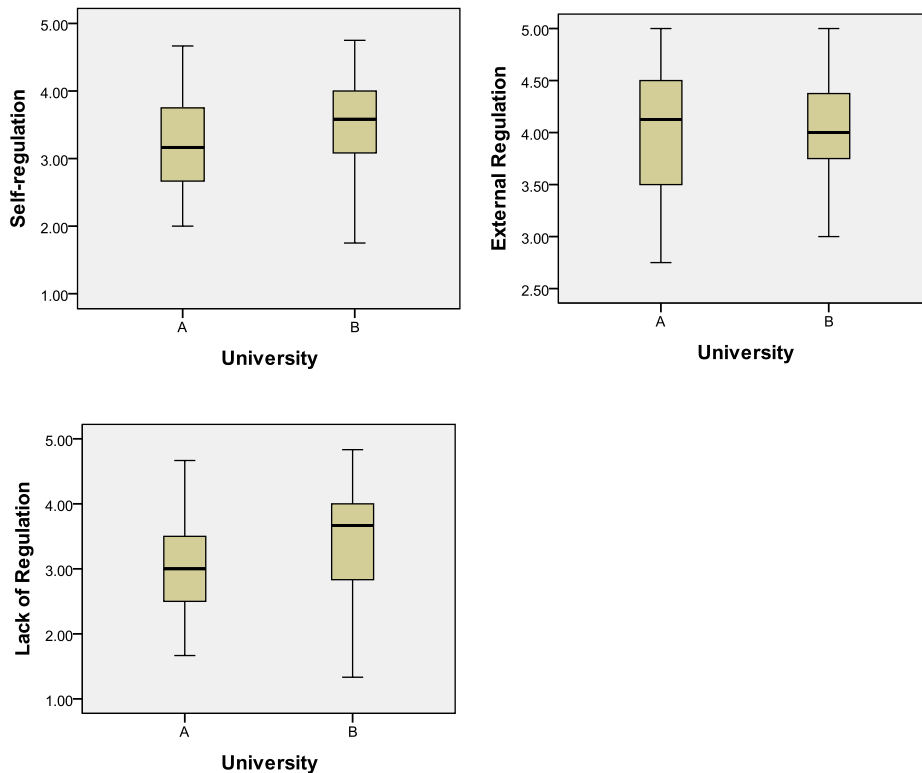


Figure 4.6 Boxplots of the three regulation scales in the fourth year of studies across institutions.

Examining the variations of the three regulation scales in the fourth year group using a Mann-Whitney U Test revealed no significant differences among the two institutions (A,B) in the self-regulation and external regulation scales. However, on the lack of regulation scale, the test revealed a significant differences between institution A ($Md = 3.0$, $n = 33$) and institution B ($Md = 3.6$, $n = 54$), $U = 597$, $z = -2.57$, $p = 0.01$, $r = 0.27$.

To sum up, an examination of the boxplots for all of the variations on the three scales of regulation across different years of study and across the three institutions revealed no clear trends. What could also be noticed from these figures is that, all of the three regulation scales were relatively high in all of the three institutions. Moreover, Mann-Whitney U Tests revealed no clear patterns. In the second year for example, the tests revealed significant differences on the external regulation scale with participants from institution B scoring higher than that of institution C on this scale. In the third and fourth years, the significance differences were on the lack of regulation scales only, with participants of institution B scoring higher than participants of institution A.

4.5. Conclusion

In this chapter, the regulation of students' learning was investigated using an adapted version of the ILS. Using factor analysis, three kinds of regulation were found; self-regulation, external regulation, and lack of regulation. Moreover the analysis resulted in the development of SAILS, which is an Arabic version of the adapted ILS suitable for the Saudi context.

In addition, variations in the students' self-regulation across the three institutions and the different years of study were examined. Using both boxplots and non-parametric tests revealed that there was no clear trend in development revealed by these regulation scales. Unlike what might be expected from an institution of higher education, there were no movements from external-regulated learning to self-regulated learning throughout the years of studies. These comparisons show that the external regulation was relatively higher than both the self-regulation and the lack of regulation scales in all of the three institutions. This might be the effect of the higher education system in Saudi Arabia, which is mostly seen by commentators as very externally regulated (See for example, Alissa 2011). If we look at the average contact hours in the three institutions, for example, we find that the average total contact hours was almost seventeen hours per week. So clearly these contact hours will reduce the time the students spend studying on their own, and at the same time,

the teachers need to present something during these contact hours. However, in the absence of sound research investigating students' self-regulation in the Saudi context, this is far from being certain. More details about students' self-regulation of their own learning are presented in the next two chapters. This is presented as part of the students' approaches to studying in translation studies in Saudi Arabia.

Chapter 5

Findings from Interview Data

5.1. Introduction

This chapter is aimed at describing the students' approaches to studying translation. Across this study there is evidence of the students using two qualitatively different approaches: one could be classified as deep self-regulated approach, and the other as a surface unregulated approach to the translation task. The definition of approach used in this study is that an approach consists of intention, cognitive processing strategies, and metacognitive aspects (see chapter two). It is very important to note that students do not continuously use the same approach all the time, but rather they use a certain approach at a certain moment for a certain task. Therefore, these approaches do not describe students but they describe their ways of studying at a given moment. A description of both approaches will be presented here with illustration of some typical extracts from the interview data. Two further themes will be explored to illuminate why students may adopt a particular approach. These two themes are students' perspectives on their teaching and learning environments (TLEs) and students' orientations to education (See chapter two).

5.2. Approaches to studying in translation studies

In this section approaches to studying in translation studies are presented. Table 5.1 provides an overview of these two approaches.

Table 5.1 Approaches to studying in Translation Studies.

Approach Dimension	Deep Self-regulated Approach	Surface Unregulated Approach
Intention	Understanding the text before translating it	To cope minimally with the translation task
	Considering the communicative purpose of the text	
Cognitive Processing Strategies	Recursive reading	Scan for keywords
	Working on multiple levels of the text	Working on one level only
Self-regulatory Skills	Quality in translation	Lack of quality or standards against which to translate
	Self-evaluation	Lack of ability to self-evaluate
	Experimenting with new learning methods	
	Varied strategies for help seeking	Limited strategies for seeking help
	Persistence in studying	Struggle to study
	Doing more than expected in a course	Putting in the minimum effort

5.2.1. Categories in a deep self-regulated approach to the translation task

Intention

Intention to understand the text before translating it

This category was created to capture the students' intention to understand the text before embarking on translating it. Less than a third of the interviewees talked

explicitly about this intention. Different students reported seeking different types of understanding. Some of them talked about focusing on the main ideas of a text.

Sure...as for translation...when I first have a text...it's natural that I'll read the whole text... I recognize the main ideas in it. [S1A]

Others talked about seeking a general understanding of a text

Reading before you translate the text... you read it and understand it, even if you translate it without satisfaction, but you have to understand it. [S2C]

So I start by reading...normal reading... I don't think that I'm going to translate it... I mean normal reading... I stop at the things which I don't understand...I translate them...then I make sure that I understand it correctly...after understanding the whole text,... [S3B]

A third group claimed that they aim to understand the message that the original author wants to deliver through the text, so they can deliver this message to the reader of the translation. Unlike the first two types, this kind of understanding seemed to be more closely directed to the purpose of the translation. This seemed to be a more sophisticated level of understanding.

S3: We read the text first...we understand its purpose...what is the idea the text wants to deliver to the reader...in its light...the details of the idea becomes clear...and so you start the translation...from the title and so on... [S3G1A]

I try to extract it... I focus...I see what are the words that the author focuses on...let them be verbs or nouns...things he wants to throw lights on them...I try to throw lights on them in the translation so when the reader comes after me and reads the text, he knows the author, who wrote the original text and not the translator, means to focus on this thing... [S1A]

Considering the communicative purpose of the text

This category was developed to encapsulate the students' intention behind the translation task. Only a few students have explicitly expressed this intention for the translation task. The intention here is to transfer the meaning of the text to a new language in a new culture. Therefore, the focus is on the meaning and function more than on the form and structure of the text.

You transfer [the text] into your culture...as if the writer (of the original text) is an Arab. [S1G1C]

The most important thing is that you transfer the text into Arabic in an acceptable manner...and that's it...and academically this is actually...to a large extent...this is what is required....they are not expecting...people who translate... I mean to be guru in the language...no...the person is basically required to do this....the translation is to translate an English text into acceptable meaning in Arabic which can be understood by anyone. [S3B]

That you transfer the meanings and ideas exactly as they are. I mean you might not like an idea or something in this text, yet you have to transfer it. I mean your role is a mere mediator. This is the most important thing in translation. [S2G3B]

S1: But translation...translation depends on everything...your level in Arabic...your level in English...so you can transmit the text in the required way.

S2: My question is: what is the goal of translation? Conveying the message to the other, right? Ok. [S1,2G1A]

Cognitive processing strategies

Recursive Reading

This category is created to show how the students approach the translation task. The first thing this group of students reported doing is reading the original texts many

times before embarking on translating them. This kind of reading serves to help the translator see the coherence of the original text, and clarify any misunderstandings that might arise. About a third of the students interviewed claimed to be doing this activity.

In the beginning in general... for me the translation ... when I read the text for the first time I'd say I'll translate it now... at the beginning...about two years ago...I was doing the same way...the same feeling...or first impression...which is when you first start you say you will translate it...but when you read it once, twice, and three times...it is...he gave us the reason... I mean the lecturer...the previous one...I forget his name...he used to say don't be deceived by the first impression...when you first see it you say this is easy and I'll translate it...just put a word in place of another word...especially if you have a dictionary which will help you...but reading the text slowly and for exactly more than three times will give you another difference... [S2C]

I read the original text many times...and then I started sentence by sentence then I tried to connect them with each other...and I got the text. [S1G3C]

S3: We faced an English text... "Factoring management"...how would you translate it? Of course "Idar'at Attasni" (Management of Industrialization)...

S2: Management of industrialization

S1: Right

S3: This is a big mistake, because it's not management of industrialization and not even close to it...it's the management of selling debts...factoring means debts selling...how did we know this...we read the text...we read it even two, three,, and four times and then you barely understand it's debts selling... [S1,2,3G1A]

Working on multiple levels of the text

A few of the students who adopted a deep approach reported working on more than one level of translation; for example the word level, the sentence level, and the text

level. They, for example, started by looking up any difficult words in the text, then they moved on to focus on translating sentences connecting each sentence with the rest of the sentences. Finally, they worked on the text level by connecting each paragraph with the rest. So in short, they focus on the details without losing the sight of the whole picture.

S1: First, I read the text...as he said; I try to understand...mmm

I: The main idea in it...

S1: Yes...sometimes you face words which I underline them while reading...then I return to these words...I try to read them...the second step...I go paragraph by paragraph...I connect all of the first paragraph...when finished I try to connect it to the second and then to the third...then I write the whole thing. [S1G1A]

[...] then I try to divide it...if it's for example divided into paragraphs...from the author himself...that's something useful for me...I (unclear)...because every paragraph makes a certain idea...after that I try to divide the paragraph into sentences, each sentence represents an idea related to the other sentence in the same paragraph. [Then]I start to take the structure...after finishing the words... I start to take the structure...I see what the author...how is the structure...on the basis of that I try to be close to the structure as much as possible...if the structure for the verbal sentence is available in Arabic then...excellent...I use it...but if it's not available...or I felt it will cause difficulties for the reader then I try to simplify it in a way, which doesn't distort the meaning, so it will be the closest thing...and this is the strategy. [S1A]

Regulatory Skills

Quality in translation

This category was developed to capture what constitutes quality in translation from the students' perspectives. The vast majority of the students were able to give a clear sense of what quality in translation means for them. These provided the standards against which the students monitored their learning. It is important to note that these

conceptions of quality are personal and differ from one student to another. Some of them, for example, perceived quality as the clarity of the ideas.

The first thing is the clarity of the ideas...so the text, which he is reading, is communicating a certain idea...I mean he doesn't read a text that talks about things for example...ok there is a meaning...
[S1A]

For others, quality is considered to be the smoothness of the translated text. This means that the readers read the translation very easily. This means that their reading is not interrupted because of strange words or unknown forms of sentences.

First of all the organization of the text...the sentence order, the editing, the tenses of the sentence, the connections among the sentences...so I can read the text smoothly...I judge this as a good translation...so if there is something missing, you will stop at a certain sentence...you can't continue...but the smoothness of the sentence when reading it, is an indication to a good translation.
[S3C]

When the sentences are combined with each other...and you don't have things which you don't know...so you feel you read the text fast without hesitation...because sometimes when one is reading something, they go back to some of the words as if they look odd...I mean this is natural so you don't have to mmmm...
[S3G1C]

Another group believes quality is associated with the invisibility of the translator. This implies that the translator was very faithful to the target language to the extent that the translation seems as if it is originally written in that language and not a translation of a foreign text.

S1: The style of it...you feel it's Arabic...you feel it's written in Arabic...and not a translation...

I: Nice...as if it's an Arabic text originally...

S3: That means it's easy and has nothing...sometimes you see words...even in the TV...you listen to a translation in the TV....but it's not right...it's difficult...and sometimes it's smooth and understandable...as what he said...as if it's Arabic text and not a translation. [S1G3C,S3G3C]

As a reader...the reader sometimes doesn't know if this text is translated or not...ok. [...] I like this thing to be...close to the Arabic culture...yes...even if the translator has to sacrifice some of...especially the idioms...and so ...so he made it close to the Arabic language as much as possible...but the problem is always thorny...but it's possible if there is a good translator...who is able to close the text...so when you read it you don't know that it's translated...this is my point of view as a reader not translator. [S1A]

Self-evaluation of the finished translation

This category was coded to reflect the students' comments on their abilities to self-evaluate their own translation. Based on their views on what constitute quality in translation, most of the interviewees claimed that they were able to judge the effectiveness of their own translations and make any necessary adaptations.

Of course there are many evaluation tools...some of them are standard...like books which have parallel texts...and there are the advertisements...you find advertisements in both Arabic and English at the same time...but I judge my own translation before I hand it to the evaluator to see if it's excellent or not through... I read the translation as if I'm reading it for the first time...is this English? I look at it and see is this logical? And does it deliver the meaning? As if I'm reading it for the first time...I take a newspaper for example...or a book or something like that... [S2C]

S3: I don't hand it [the translation] in until I judge it's good.

S1: Yes, it's good.

I: Ok. How do you judge it's good?

S3: If you read the text, and as a reader you feel you understand it...

S2: When you read the text which you have just translate, and you feel it's coherent...acceptable... [S1G1C,S2G1C,S3G1C]

You read it [your own translation]...you read it all...if there is nothing in it[mistakes]...if there are no distractions...and you feel you are satisfied with it...but if there are a lot of words which don't fit in the sentence then this is a problem. [S3G3C]

Some of the students have reported a more sophisticated level of self-evaluation by describing greater insight into their own mental state and how this affects their capacity to evaluate their own translation. This is done through leaving the translation for a while to “prove” and by doing so the translator will have enough time to become distanced from the original texts, and their own translations will be seen afresh by them.

you read it [your translation] at the beginning, as long as I said, you have to give yourself time...to make your mind clear from the ideas related to the text ...because you might read it and the ideas are still in your mind so you say the translation is correct, but when you give it to another person he would say what is this about? What did you write? Ok what is this? And what is that? What is the message that you want to deliver? Where are the connections? Now you contradict yourself here! So it's better if two persons read it. [S3G1A]

I...usually after I finish from [translating] the text...even in the project I did this...I close the text...I leave it for a day...sometimes two days...I return to it after two days...I open the text and read it...if there is something in it...I read the translation...if there are some weakness in it...or something in it...and of course I have the dictionary...that means I guarantee there are no problems on the words level...ok...so after a day or two...if there are problems in the text... when you read it...I mean it looks odd...you feel it's weird...you feel it needs changes...so I change in it...of course at the same time while I'm translating it... it's impossible...sure it's impossible...because I still have the ideas [from the original

text]...I've just written it [the translation] and I know what ...but after a while when the ideas are gone...and then you go back and read the text...it will be clear for you...yeah...the gaps will be very clear...so we have a problem here and a problem there. [S1A]

Experimenting with new methods of learning

This category referred to the students' willingness to experiment with new learning methods. Only a few students reported using such techniques. Some of them had tried new methods that were not described to them by their teachers, like looking at similar texts written in the target language before embarking on the translation, so they were able to see how some of the terms and structures of this type of text are used in the target language. Others had experimented with different ways of studying to see what suited them most.

We had a very difficult text in the third level, and the doctor challenged us to translate this sentence... I mean this text...so we decided that we have to meet in an internet café to look at this text...we did not expect this idea to work, but we said let's try it...it was an adventure...so we accessed the internet and we found texts similar to this one. [S3C]

In one stage we had four courses...so I've tried a different way of studying...why? Because I felt it is a new era in studying...so I tried to study while walking...I tried to study for example with somebody else...so I've tried more than one way...but the way in which I sit alone for a continuous period of time is the one that suits me. [S2C]

Different strategies for overcoming difficulties and seeking help in translation

This category was formed to reflect the students' capacities and techniques for overcoming difficulties and seeking help. The majority of the students reported using different strategies like analysing the difficulties, seeking help from the teacher and

their fellow students, seeking the help of a teacher outside the college, and searching the Internet.

Analysing the difficulties

This category was created to show the students' attempts to analyse the difficulties they are facing so they can overcome them. For example, difficulties could be related to the understanding of the original text, or they could be related to the way the target text (the translation) is structured. In all cases analysing difficulties will help students find and tackle the main cause of them.

I: Ok. If it's not good. What would you do?

S: I'll go back and read it again...and try to see where is the problem .I try to see where is the mistake...and if I feel that I've translated the whole thing then I'll go back to the Arabic text [the original text]...if , for example, he asked us to translate an Arabic text into English...I'll go back to the original text. I'll read it and see what are the difficulties in it...then I'll translate them in a separate paper...

I: So you start to translate again...

S: Partial translation...to the difficulties...I see where the difficulties are and try to translate them again and I forget my original translation....then I try to fix the problems...and compare between the two translations, and hopefully it will be OK. [S3C]

It depends...if there are weakness on the sentence level I try to fix the sentence somehow...but if the text as a whole has weakness I try to search for the reason...if there are some difficulties from the text itself for example...on the structure level...I try to change it completely...with what is suitable for it of course...it's unacceptable if the text is a legal one for example and I translate it with colloquial language. [S1A]

Seeking help from teacher

This was a less frequently reported method of seeking help. However, some of the students reported using this method only if the teacher is known as helpful to the students.

S1: I'll go to the doctor directly...

S2: Go back to the doctor. [S1G1C,S2G1C]

If the doctor is good with the student then it's possible to ask him. You go back and ask him to repeat this for you, or you go to his office but that's only if the teacher tolerates this thing. And only a few of them tolerate this. [S1G1A]

Others reported seeking the help of a teacher from outside the college.

When I was in the third level...I took linguistics...but I missed a lot of the classes which made it difficult for me...so I went to the doctor and he tried hard to put me back on track, because I've missed too many classes...so he tried to put me back on track so I can follow them...and understand the course...but he couldn't...so what did I do? I went to a language institution and I registered with them for a month...I paid them money just to teach me this course...so I gave them the textbook...and I asked a Saudi teacher to teach me this text book...so I can follow my teacher in the university...so the whole burden doesn't fall on the university alone. [S3C]

Seeking help from fellow students

Some of the students have reported seeking help from their fellow students.

You look for a good friend who understands this [...] So you take some useful information from him." [S1G1A]

We always face this during the exams period, and the guys know that...you suddenly see things which you don't know, but you can't delay studying them...so you are forced...you call one of your friends –may Allah reward them– and then he would say no this text is...sometimes I say to my friend shall we go to that cafe to study there? This trip to the cafe is a recreation in itself...for me and for most of the students. You go there and have a coffee and chat a little bit...then he would teach you the things that you haven't understood, and you explain to him something that he doesn't understand. So the times pass and you feel you have done something. [S2G1A]

like I'm translating now ... I translate a word and couldn't find it in my dictionary...and I need it now because I'm translating a text...so either I search for it in the internet...or I call one of my fellow students. [S1G1C]

Searching the Internet

This is the most used technique for seeking help. This might be due to the easy accessibility of the Internet.

you don't have any other solution. Or I search for it in the simple way through the Internet...it's easier...and it will save time as well. [S1G2C]

I search in the internet first...the internet is an open space, you find some solutions in it...and if you couldn't ...I seek help from my friends...and so on. [S1B]

Persistence in studying

Almost half of the students interviewed claimed they are persistent when it comes to studying. This category was created to capture such claims.

S1: I used to have this in the beginning...because...as I said to you...sometimes I need to look up a whole paragraph in the dictionary... I don't know any word in it...even simple words sometimes...to make sure...it was very boring...even when I leave it for a while and come back to it I immediately get bored....it was horrible...

I: So what did you do?

S1: I was [...] I forced myself [...] do you want me to leave it?
[S1G2C]

I: Ok. Can you keep going when you are tired or bored?

S2: Of course I have to keep going.[...]There is nothing called I'm bored. [...]You have to continue. You have chosen a path and you need to finish it. [S2G3C]

If I have a chance...no...Surely no... Because I won't be able to produce...but sometimes I don't have a chance...so I'm forced to continue...so I continue. [S3B]

I postpone my studying. [...] until another time then I continue, surely you have to continue. You have to finish it for sure. You have a deadline, you have to finish before the deadline, not matter in which state of mind you are, you have to finish [...] I mean if you want the marks. [S2A]

I have to make [my study] a continuous one, I force myself. I have to continue. Sometimes this book needs three or four hours for revision. I have to make these three hours continue. I try not to separate them. I separate them for prayer only and then I come back.[...] no matter how tired I'm ... persistence...I have to finish and that's it. [S3A]

Doing more than expected in a course

Less than a third of the students reported investing greater effort than is formally required of them. Some of them, for example, reported comparing the translation found in some of the websites with their own translation in an attempt to improve their skills. Others reported translating texts which are not required by their teacher. Their goal of this activity is to practise as much as possible.

I'll tell you [...] as a translation student I've no problem accessing the Internet [...] some websites have their home page in English and they have an icon to the Arabic version up on the left corner. But when you first access it, it's in English. This is difficult for other people. But as a translator, you are required to enter the English language sites and try to understand them. We have the BBC site. They have a section for English language exams. So we go there and try to answer the questions. [S3C]

S2: I might look for normal texts to translate....

I: Text to translate...other than the homework?

S2: Other than the homework....texts which have nothing to do with the college.

I: Why? Why do you look for them?

S2: To improve my skills [...] also they could be topics to put in the forum [...] short but useful texts.

I: Ok. Do you feel they help you in your study?

S2: They help a little bit. [S2G2C]

I: Ok, in a typical week what do you have to do as a student in this course?

S: As I said the quick oral translation, which doesn't take time at the same time it is very useful...quick translation...words...simple sentences...which you always see in front of you in Arabic...and you try to translate into English [...]I try to see...I search for texts and try to translate them...

I: So you do this by yourself...

S: Yes, without being asked to do so by the Dr. or the lecturer...
[S1B]

So let me leave it and find something that is useful for me...and that's it...you don't feel there is a benefit...and if there is any, then I tell you ...it's individual...you develop yourself...you build yourself at home more than the lecture [...]but most of the language I got from home...I mean by reading in the Internet...or I try myself...that's what was useful. [S1A]

These themes presented above represent the deep self-regulated approach to the translation task as described by the interviewed students. Similarly, I shall present a description of the surface unregulated approach to the translation task as perceived by the participants of the present study. It is worth stressing here that these descriptions represent the collective experiences of the individual students interviewed.

5.2.2. Categories in a surface unregulated approach to the translation task

Intention

To cope minimally with the translation task

Instead of doing the translation task, a few students explicitly reported their intention to cope minimally with the translation task and avoid working hard. This could be done by taking some shortcuts which are aimed at finishing the assignment in the shortest way possible. This category aims to capture this intention.

I've translated it. The first thing is that I want the shortest way. I was under pressure so I put it in Al-Wafi [translation software]
[S2B]

In studying I try to use shortcuts in general...so I won't work hard
[S2C]

Cognitive processing strategies

Scanning the original text for keywords

This category stands in contrast to the reading the text many times category in the deep self-regulated approach. Less than a third of the students interviewed reported scanning the text before translating it instead of reading it many times. It seemed that these students believed that all they need, before starting the translation, is to scan the texts for keywords. However, some of them admit the problems caused by not reading the text, yet they did not perform the reading, especially if the text is too long as would be explained in the second quote.

Ok...see the keywords in the text ...then I see the grammar ...you already know the grammar rules...

I: Wait... how did we reach the keywords? I have this text, how do you start? Do you start by reading it for example?

S: No...I scan it...that is a speed reading...and I see what the keywords are ...then I see the wording...and I embedded... [S1B]

If the text is too long, then I don't read it...I translate directly, although it cause problem, for when you reach the end you discover that it's wrong, so I have to go back. [S1G2B]

Working on one level only

A few of the interviewees reported working on one level of the translation. So instead of focusing on multiple levels such as the word, sentence, and text level they focus on one level only like the word level. By doing so they either lose some of the details in the translation or they lose the coherence of the texts. In both cases, the translation is incomplete.

I: so you are the one who has chosen this text not the teacher...you have translated it...put it directly into one of these software which translated it to you

S: Yes, sentence by sentence...that's section by section...from a full stop to another.

I:I see...you started with sentence by sentence...entering them into the software...

S: Yes, sentence by sentence...after finishing I check the wording if it's acceptable...or I change in it until it becomes fine without defecting the original [text]. I see from the full stop to the full stop...so I won't defect the meaning...then I try to word it myself... [S1B]

When I read the text I look at the difficult words, and when I translate the difficult words I translate the whole text. For example ten or five difficult words in five lines, I translate these five difficult words then I translate and I try not to add anything...some people like to add something... no I don't , and sometimes I try to translate literally, I don't try to add anything because if I add something I might cause more problems for myself. [S2G2B]

Regulatory Skills

Lack of understanding of what constitutes quality in Translation Studies

This category is created to reflect the students' lack of ability to define or capture what constitutes quality in translation from their perspective. Because of this, they were unable to self-evaluate their own translation. About a third of the interviewees reported lacking such clear standards for translation. Some of them explained that they do not know the criteria which the teacher used to evaluate their own translations. Therefore, they reached a conclusion that translation depends on the personal "taste" of the evaluator.

S3: Also the translation is different from one person to another... I mean sometimes the teacher gives a translation which you feel is not really accurate...you feel you have something better than what he said...or there is something better than what he said even if you don't know it...

I: Ok. If you feel you have something better than what he said, do you tell him?

S3: Yes, I tell him, but mostly he would say his translation is the correct one...

I: Why?

S1: No, also the translation....my translation is different than A's translation...and yet he prefer my translation over A's although A's is more accurate than mine...

S2: So everyone has his own taste...

I: Aha, but he doesn't explain why this is better than that...

S1: We ask about the reason...this is a translation and this is a translation...

I: But he doesn't say for example look at the style of this one...or the choice of this word is better than this one...

S1: We would like to reach this point...but...

S3: The translation...frankly depends on his taste...the person himself... I see this word is ok...you might give a better word than mine...but I'm not convinced...." [S1G3C,S3G3C]

Others talked about very general things such as the style of the translation.

S2: if his style is close to the style of the book or the writers of the newspaper...then the translation is good.

I: so you judge it from the style of the translation itself...you read it after you finish the translation...

S2: that's right..." [S2G2C]

A third group seemed to try to borrow evaluation tools from other courses such as writing, so they talked about the importance of attracting the readers and how to reach to a wider audience. The following quote represent the students' answers about what constitute quality in translation

S3:I expect the past and the present [the tense of the sentences]

S2:The beginning of the text.

S1:Of course it's important. Because the beginning attract the attention of the reader. If it's not good...Even if the beginning of the original text is not excellent. Although you are a translator, and you translate the same text, your translation might be better than the beginning of the original writer. It might be more beautiful. Another thing is that we focus on the tenses as what my fellow students have said. So we focus on the verbs. We focus on the things that indicate the tense in the text. Also I think the words should not be too formal. Because after graduation, one might write a text which might be published in a newspaper for example...so he must take into considerations that this text will be read by young and adults, by literate and illiterate...I mean that he should choose words which are clear and not too formal, so he can reach the largest audience. [S1G1B,S2G1B,S3G1B]

The most important thing in translation is the first sentence. If the first sentence is right then you can do... I mean the first sentence is the most important one. So when one reads it he would say oh this sounds interesting or this topic is really nice... I believe this makes it unique. [S1G2B]

Lack of ability to self-evaluate

A few students talked about their inability to judge the quality of their own work. This category was formed to highlight their comments on lacking such ability. It might be that they were not able to judge themselves because they do not have clear standards of quality in translation.

I: But, you don't judge whether your translation is good or not...

S3: No. You don't judge...

S1: How do you want me to judge... I'll read it and say ok this is right...

I: Ok, but haven't you once read it and felt it's not correct?

S2: No. Because when you are writing, you would write the best thing that comes to your mind... [S1,2,3G3C]

S1: No matter how many times you read it...you would say this is right... I mean I've translated it...so when I read it I would say this is correct because I put an effort on it..

S2: that's right...because you have put your effort in it...

S3: the only reference is the teacher...he is the only one who could tell you if it's right or no...and as what B has said...sometimes you are sure about it and you think it's the best translation...and yet, you find the red line from the beginning of the line... [S1,2,3G3C]

S2: At the end of the lecture, the teacher gives us the best translation for this text, So I write the best translation and my own translation and I compare them.

I:no, I mean when you finished from the translation, were you convinced that it's good?

S2:No, you don't know.

S1:I can't give you a measure for the quality of translation. This is difficult. As what my fellow students have said, the method of the teacher is that he make the students translate, so you listen to the opinions of the other students. Of course you have the same text, we translate the same text, but you listen to the other translations, so you notice...they are some weakness, or you feel there are some words better than the one you have used." [S1,2G1B]

Limited strategies for seeking help

A small number of the interviewed students reported using only one or two strategies for seeking help before giving up. This category was created to show their apparent inability to use a wide range of strategies for seeking help.

S2: It should be... I mean if we are specialist then we should have a specific dictionary for biology...you will immediately find these words...but you wouldn't find them in the general dictionary...

I: that's right. But now you have faced this problem...what would you do?

S2: I stopped. I lost hope.... [S2G2C]

There are websites...so directly to the Internet...or there is what they call it Al-Wafi [translation software]...or the dictionary...some of the words I don't find them in the dictionary...so the only solution is the Internet...or this software. [S3G3C]

S3: I refer to the Internet because it is the only option which you will surely find something in it, you refer to old dictionaries and so on. The internet is the first option... I mean the only option.

S1:As what he said because the Internet is the fastest option. I mean it's better than opening books or dictionaries because I might not find this word in the dictionary, it's in a large dictionary...now even Google has translation, and its translation is ok, it's not bad. [S1,3G3B]

Struggle to study

A small number of students reported having difficulties getting down to study. This category was coded to capture their struggle to study in a contrast to the persistence in studying theme in the deep self-regulated approach.

I'll tell you a secret or something, which you might not believe...but honestly I don't study... I don't study at all...sometimes the guy whom you have just interviewed rebuke me with a strong language...because I really don't study...I depend on what I've study...I depend on something like this...I revise in the final exams, but when? After 11PM I study for an hour or two...if I could not sleep... I stop my car, study, then I go inside...this might be more of a psychological situation... but I have it since I was in the second year of the secondary school. [S2C]

S3: yes, it did happen but in this case I leave it forever...

I: (laugh)...no chance...what if it's an exam?

S3: I swear by Allah I did it

I: and what happened? Did you pass or...

S3: I passed in some and failed n other...

I: did you regret that you didn't force yourself?

S3: no, it won't work. When you can't stand it anymore...there is no way... [S3G1C]

Putting in the minimum effort

This category aims to describe the students' apparent unwillingness to put in more than the minimum effort. In some cases, the students reported their strategies for avoiding doing the translation task. Some of them reported using translation software to do the translation for them and then handing in the translation to their teacher as if it was their own work. Others reported giving the translation to some commercial translation agency. In general, the common characteristic of this category is the students' effort to avoid performing the translation task wholeheartedly.

S2: Al-Wafi

I: You mean the software?

S2: Yes. I enter the text....but half of it will be wrong (laugh)....half of it. [So] I go back and check the words...because it [the software] puts words which are not suitable to the...

I: Aha, but you take its translation....

S2: Yes, half of it... [S2G3C]

I have some software on my computer...among them Al-Wafi Al-Thahabi [translation software]...and also through Google there is an electronic translation...with editing to its wording...because it gives you the wording a bit unclear...you know electronic translation...so I edit the wording...and see the most suitable wording... [S1B]

In the quote below, the student explained that he has chosen this particular text to translate because it is very similar to another translated text and the sentences are repeated, so he had to change the name of the character instead of translating the whole sentences.

I don't know...but when you know a story about a companion ...and also you will get benefits from a lot of new vocabularies and how you word...if you want to form a sentence for example...you change the name only and not the sentence...that's you change words only...and then you have a complete sentence ready... [S1B]

Sometimes if you are under time pressure, Google translation, and if the time is too tight... I mean if it's tight but still you have time then I edit it, but if it's too tight then I do it without editing. [S1G3A]

The descriptions presented so far give details about what constitutes the deep self-regulated, and the surface unregulated approaches to studying in the subject area of translation studies as perceived by those groups of students. Other themes related to the approaches to studying are investigated below.

5.3. Teaching-Learning Environments (TLEs)

Looking at the TLEs as perceived by the students is an important element in understanding students' approaches and self-regulation. In this section, I shall further explore this theme. In addition, the effects of the TLEs – as perceived by the students – on students' approaches to studying and self-regulation will be highlighted whenever that is possible. Three groups of themes were identified as facets to the TLEs (see table 5.2). These three groups are: themes related to the characteristics of the course, themes related to classroom teaching, and themes related to feedback and assessment.

Table 5.2 Themes in the TLEs as mentioned by students in the three institutions

Course characteristics	Classroom Teaching	Feedback and Assessment
Quality of course content.	Affective: <ul style="list-style-type: none">○ Approachability and Helpfulness.○ Treatment.	Lack of Feedback
Workload	Operational: <ul style="list-style-type: none">○ Strategies for teaching translation.○ Teachers' Expertise in translation studies.○ Guidance on how to translate.	Fairness of the assessment

Course characteristics

Two sub-themes were extracted from the students' comments about the course characteristics. The first one is related to the quality of the course, and the second one is about the workload.

Sub-theme 1: Quality of course content

The quality of course content in this context refers to whether the course is perceived by the students as useful or related to their major. More than half of the students interviewed talked about some courses which, in their perceptions, were not related to their major. Most of these courses were taught in the Arabic language. Some of these courses were related to the Arabic language itself, such as Arabic grammar, others were related to religious study, such as the Holy Qur'an, and a third group related to different things such as teaching methods. It seemed the students did not object to having some of these courses, but their main concern was the proportion of these courses in comparison the core degree courses.

Now I want to understand what is the relationship between Arabic courses and English language department? I'm here to specialise, so I don't want my thought to be distracted. I want to feel as if I'm travelling to USA or Britain, or the west in general, as soon as I enter the class in my first day in college. When I finish I want to feel as if I'm going home. I want to feel harmony. I don't want my thinking to be distracted. After this lecture I have Arabic language, and after that I have Holy Qur'an, so your thoughts are distracted. [S3C]

Some of the students complained about courses which in their perspectives were not useful. In the following quote, the students did not see the relationship between a course called *Comparative culture* and their major in general. They explained that because of this they just wanted to cope minimally with the requirements of this course and pass in it. They were not willing to make extra effort and learn because they believed it was a useless course. In other words, they adopted a surface unregulated approach to studying this course as a result of their perceptions of the uselessness of the course.

S2: I don't know what the "comparative culture" would add to the student.

S1: Comparative culture I mean [...] Imagine, he says for example, marriage in Saudi Arabia, and marriage in the USA, divorce in Saudi Arabia and divorce in the USA, how to be angry in Saudi Arabia, and how to be angry in the States [...] we study for two hours without gaining anything, we attend so we are allowed to sit for the exam, and our marks are very bad. We just want to achieve D and pass that's it. How many students do we have? About 60, Ask them and I bet more than 50 want just to pass. [S1,2G1A]

Another student from the advanced level gave more insight into this issue. He explained that some of the courses were repetitive and did not offer the students anything new. From his point of view, because of these so-called filler courses, the students had divided broadly into two groups. One group realised the problem, so they took over the regulatory process from the teacher and went on in a kind of self-regulated study mode which involved working outside the university, trying to translate as much as possible, and even borrowing some money and travelling abroad in a very expensive investment in their study. The second group followed the prescribed courses and did not make extra effort to learn which might resemble a lack of regulation from both sides; the teacher's and the student's. From his perspective, this explained the huge differences in the level of his fellow students.

[This course is] not important at all. By the way, if they don't force me to attend, I could come to them and say ok I want to register for level 7,8,9 and 10 for example, in one term. I attend the exams, it will be similar, all political, and it will be in the same field, and I translate them, it will be all in one hour, and I finished 2 years in 1 week, and that's it, and I'm ready to be examined in 2, no 3 subjects in 1 day, because there will be nothing new [...] you attend the lecture or you don't, it's the same. There is nothing useful. You walk out as you have entered, not only from the lectures but from the whole term. You finish the term as you have started it; this is why you see a huge difference in the student levels. Some of the students realise the problem and they go home and work, translate, try to find a job, travel abroad, make an effort and suffer, and borrow some money. And there are students, as they say they sing their own tune, so this is why [you see huge differences in students' levels] when you come to level ten. [S1A]

Sub-theme 2: Workload

A few of the students interviewed claimed that the workload they have is excessive. It seemed when the students talk about workload they mean two things; the number of courses in the degree itself, and the volume of the assignments and homework they have to do at a certain level. This theme was created to highlight such claims.

Because of the high number of courses here, they always cause boredom and drowsiness. This is the problem. We are shocked here with some of the courses, like linguistics. The first teacher who taught us this subject has shocked us. He enters the class and fills the board with writing without any explanation. Writing, writing, writing, and in order to pass the exam at the end of the term, he asks us to memorize these writings. [S3C]

It seemed from the interviewees' comments that the amount of workload contributed to the students' adoption of certain approaches to studying. Students were more likely to adopt a surface unregulated approach if the amount of workload was perceived as excessive. In the next quote, the student saw the volume of the workload as high, so he tried to avoid doing the translation task altogether by copying a translated text from the Internet. Because of this perceived large workload, there was a lack of regulation from the student's part.

Once I was asked to make a presentation. Unfortunately, the teacher went over the top and asked me for things over, I mean above our abilities, and I have a project, I have homework, I have and I have [other things to do], so he asked us to do homework, five translated pages. It was an oil translation [...] so I went to the Wikipedia website, and I took the text, the text was Arabic-English, already translated in Wikipedia as a service. Unfortunately, the teacher criticised it and found mistakes in it. Frankly, when I read it

I admired the translation. Sorry, but I'm a translator, advanced level, almost graduate [S1A]

In the following quote, the students seemed to appreciate having homework. However, when they perceived the workload as large, they again claimed to be trying to avoid doing it altogether.

S1: We made a very strong start, we were shocked. The teacher used to say you have a full week, why don't you translate? But I have 17 hours [of classes per week], and these two hours, so I have 19 hours in the term, how do I make a balance between this and that? I might leave a day for it, but a day is not enough for translating a full text.

S2: No, it's good. I mean his way is good by making it intensive but we don't have time. You have other difficult courses. So you are worried all week about the homework of this course.

S3: This forced the students to use illegitimate ways in translation.

S1: Right

I: like?

S3: Mmmm...translation agencies

S1: [Copy it] from your colleague, or find a translation agency...

S3: Google. Open Google translator and put the whole text in it, copy it, paste it, and hand it in. Sometimes the student is running out of time, it's true. He can't find time to translate this.
[S1,2,3G1A]

On the other hand, students who had been interviewed in other settings complained about not being given homework at all. When they failed in that particular course, they blamed the teacher for not asking them to do homework. Clearly, there was a certain degree of lack of regulation from both parties in this case; the teacher and the students.

S2: I think he should be tough...because if he does not force us then we will not benefit or translate...

I: what do you mean by tough?

S2: I mean he should put pressure on us...to translate...and make an effort...the last term for example, we didn't translate and didn't benefit from the 4 hours...

S1: and then we failed...

S2: and we failed at the end... [S1,2G3C]

Classroom teaching

Two main themes were identified from the students' comments about their perceptions of classroom teaching. These themes could be called affective aspects of classroom teaching, and operational aspects of teaching.

Sub-theme 1: Affective aspects of classroom teaching

This theme was created to capture the interviewees' comments about their feelings towards their teachers. Again two topics could be discerned, the first one is related to whether their teachers are approachable and helpful in case they need them. The other topic is mainly concerned with the students' perceptions of how they were treated by their teachers.

Approachability and helpfulness

This category was established to highlight the students' comments on the approachability of their teachers. A few of the interviewees reported being able to reach the teachers whenever they need them, and more than a third of them reported not being able to reach the teachers when they needed them, and the rest of the students did not comment at all on this issue. It seemed the students were more likely to adopt a deep self-regulated approach to studying if they perceived the teachers as being approachable. If the teachers appreciated the problems they were facing and

tried to help them overcome such problems, they were more inclined to work hard and overcome these problems.

He [the teacher] appreciates any problems you have, you feel very relaxed and accept the course. I mean you go to him, [he asks you] what's the problem, so and so, ok don't worry, you have no problem, I'll give you a reset test [for example]. I'll try to do, don't worry. We can solve this problem. This motivates you to study. [S1A]

On the other hand, the inability to reach the teachers when needed seemed to affect the students' ability in seeking help. In the following quote, one of the students expressed his desperation because the exam was very soon, and he needed the teacher to clarify something, but he could not find him. This lack of communications appeared to affect the students' ability to self-regulate their learning.

S2: There must be a way for communication. I mean why don't the teachers give the students their mobile phone numbers? Are they worried the students will annoy them? Give them your email address. Leave your office door open for them. Now, I've been looking for a teacher for a week. Not a teacher but two teachers. They have office hours. It's been two weeks, and I'm still looking for him, it's been a week and I couldn't find him. And the other teacher has the same system. Now I want to know. We only have this week and then it's over. Now we have the exam.

S3: The whole issue depends on the care of the student himself. He is the one who is going to change in himself. It's very difficult to change the world around you, very difficult. There are no factors or people to help you. So try to survive by yourself [...]

S2: [...] I mean I avoid [going to the teachers] because I don't know their personalities. Do they like this or no, so I believe it's better to avoid them. To the extent that I faced a lot of problem, and some of these because I can't go to them, because I'm afraid that they might not like it, so I avoid going to them, and one of my brother has studied translation [so he can help me] [S2,3G3A]

Treatment

The vast majority of the students interviewed commented on the treatment they received from their teachers. In some cases these comments were positive, in other cases they were negative. Treatment here refers to a feeling of being treated respectfully by the teacher. Courteous treatment of the students appeared to contribute to the students' adoption of a deep self-regulated approach to their studying. It seemed as if the students believed they were returning the favour, of being treated equally, to the teacher by working hard in an attempt to understand the course.

He is a very understanding [teacher], you say to him I want to leave now because I'm not in the right mode, he would say ok no problem you can leave. But the rest want you to come and leave on time, and if you are a little bit late they become annoyed. Sometimes it's raining so he would say no problem. You come late; he would know that you are late because of the rain and the traffic [or] something like this. This does not make you only attend the lecture, but you try hard to understand the lecture itself. Sometimes I sit in the lecture, I don't attend it fully, but rather I attend by my body only, I don't attend by my mind. So this lecturer is not really nice, so I text my friends during the lecture. Because if I try to understand I wouldn't be able, and he doesn't care whether I understand it or not. He has two pages, he delivers them and leaves, but if he cares about you, you care and try to understand. [S1G3B]

On the other hand, when the students did not like the way they were treated, they seemed to lose a lot. In the following quote, the students explained that some of them do not participate in the class because they were afraid the teachers might make fun of them.

S1: They [the teachers] make fun of you for a while (laugh)...so you don't participate next time...

S3: Yes. One of them saw a student writing and he said did you write this with your foot? So he is making fun of him in front of the students...

S1: Or a student pronounces a word in a wrong way so the teacher said how come you have reached this level? How come you have reached this level? [S1,3G1C]

Sub-theme 2: Operational aspects of the classroom teaching

A lot of the students interviewed talked about some operational aspects of the classroom teaching. These comments could be grouped into three issues: strategies for teaching translation, teacher's expertise in translation studies, and guidance on how to translate.

Strategies for teaching translation.

The majority of the students commented on the strategies employed by the teacher for teaching translation in the classroom. Some of them explained that some teachers do not have a clear method for teaching the translation. Others have praised the teacher who was using innovative ways of teaching. This theme was created to highlight some of the students' comments regarding this matter.

S1: If they just establish a certain method of teaching [...] for every teacher has his own way, and you become confused. You become very confused when you move from one level to another. Even the ideas changed 180 degrees. This teacher teaches you something and the other one teaches you something [that] contradicts the first one.

S3: As of what he said. But they should identify something for us so we know how to translate and so on and they continue in this way in every level, so even if you don't have a translation course for example, some of the students don't have translation courses, so it is supposed that they take a text from the newspaper and translate it and take it to any teacher and ask him about my translation if it's correct or not. [S1,3G2B]

In some cases, the teacher seemed to be trying to hand over the regulatory process to the students, however the students seemed to fail to take the initiative and take control of some aspects of the learning process. In the following quote the student explained that they did not appreciate this strategy because it was new for them and they were used to come and find everything ready for them. It seemed that the teacher did not want to spoon-feed the materials to the students. Therefore, he gave them some handouts and assignments and the students were asked to do these assignments so they progress both in learning the subject matter and in their skills in self-regulation. However, it appeared that the students missed this opportunity and the majority of them failed in this course.

I mean he asked us to do assignments...an assignment every week...I mean an assignment from the beginning of the term towards the end...so we progress in this assignment week by week...ok...until we submit it in the end of the term...of course only two students out of 24 submitted the assignment...and every week he brings some handouts, depending on the subject...and he asks us to memorize them...so at the end of the term...no one of us have memorized these handouts...why? Because we were shocked by this method of teaching...we are used to come and found the handbook so we buy it or photocopy it from the copy centre...so we come and read in it or we write with the dr. in the class...but we were shocked of having a subject that is constantly changing from the beginning of the term towards the end...whether in the class or outside the class...this is why we all have failed that subject...22 students [out of 24] have failed in that term...because we were shocked by that method of teaching.... [S3C]

Teacher's expertise in translation studies

More than half of the students interviewed expressed their concerns about teachers' expertise in translation studies. Some of the comments were made regarding some of the teachers not being specialised in translation, and yet they teach courses in translation. Some of the interviewed students claimed that because the teacher was

not specialised in translation studies, they faced many problems. A typical example of these problems, as mentioned by this group of students, was the large workload assigned to the course. This led some of them to aim at just passing this particular course.

I believe some of the teachers are not good in translation, as a personal judgement, I might be right or wrong, but I don't believe they are good in translation, or his treatment might not be good, so he might make the student hate the translation. [...] If you look at the teachers who are specialised in translation you will find only two or three, and the rest are coming from the literature department or specialised in another thing, so he is not originally specialised in translation. So if the teacher who is teaching translation courses is specialised in translation, then most of the problems will disappear, they might have been prevented a long time ago, not now... [S1G2A]

The first thing is that those who teach us should be specialised in translation. Most of those who taught us[...] it might be just one of them specialised in translation and he has left the college since then, I mean most of them are specialised in linguistics, so they don't know the problems which the students face in translation, they don't even know the time it takes to translate one page, so they give us loads of homework. [S2A]

Some of the students claimed that some teachers were not expert enough to teach certain courses in translation. They argued that the teacher did not have enough understanding of the materials he was teaching, and therefore they just wanted to pass in that course since there will be no constructive feedback.

S2: The course depends on the teacher, it doesn't depend on the university system, and if the teacher knows and has the competency in that course then it would be useful for you. But if the teacher is not then it won't be useful. So it depends on the teacher.

S1: Can you imagine that some of the teacher has a system in this university, I mean he would say to you, I mean he works purely for the sake of work itself, a salary at the end of the month, he doesn't work to benefit the students, so how do you want me to study at home for the sake of acquiring the language? No, I study just to pass the courses.

S2: We just want to pass

S1: I mean a teacher comes to the class and says I was forced to teach this course, I don't know anything about it, I don't like it, but you have to like it and study it, in plain words, and he held a position in the college, I mean he says explicitly that I don't like this course and I don't know anything about it, but you, as students, have to like it and know it. More than one teacher has said the same thing to us: I was forced to teach this course, I don't know it, but may Allah help you!! [S1,2G3A]

In some courses, you don't translate correctly. You don't care anymore. You just put your point of view and you don't ask anybody about it. You don't care whether it's right or wrong. If the teacher – himself – translates wrongly. Or one of the students translates a wrong translation and the teacher marks it right, so why would you care. Some of the students have this point of view; they only care about the marks. They don't care whether the translation is correct or not. If the teacher– himself– translates wrongly! [S1A]

Guidance on how to translate

More than two-thirds of the interviewed students commented on not receiving enough directions on how to translate. They seemed more willing to take responsibility for the translation process when they had a better understanding of how that process worked. This seemed to contribute to them adopting a deep self-regulated approach, and doing more than they were expected to do in the courses. In the following quote the interviewee commented on what he perceived as a good teacher. This teacher seemed to give them some guidance on the translation process, and then they were able to perform the translation tasks more independently.

He divided the translation into types...that's there is a literal translation and a literary translation like poetry and this [...] and the translation, maybe three types; these are the types of translation, then he gave details about each one of these, and he translated in front of us [he taught us] how to translate, how to start, and if we finished the translation there he would let everyone write his translation on the board and then edit it or correct it, correct it depending on the time. He took our paper, corrected them, and then return them back. I mean it was a very good way of translation, we wished we had had him at the beginning. [...] No doubt it opened our eyes on translation even sometimes while reading the newspaper I translate, while reading I read and translate, sometimes while in Arabic I tried to translate, I see, I test the water, I mean my ability to translate, because I feel my eyes are opened wider than before [...] even when I read I try to translate. [S1C]

In some cases, the guidance appeared to be given in early levels only, so the students can use them to develop in an individual way. This might support the students in adopting a deep self-regulated approach to their studies.

The problem is that the beginning of these directions were at the beginning of our college studies, there were no directions in the last years...so we depend on our self in translation...so for a while...we always translate in the way which we think is the best...now I've forgotten what did they give us in the first year...but I translate... I might be using their method, but I've forgotten that they gave us this...so I got used to using it... I mean I can't remember what are the things, to say whether I'm following it or not... I translate in the way I've told you before... [S3B]

Feedback and Assessment

This is the third theme in the TLEs. Two topics could be extracted from the students' comments regarding this theme. The first one is related to the feedback they receive from their teachers, and the second theme is related to the assessment.

Sub-theme1:Lack of feedback

This sub-theme was created to capture the students' comments on the feedback they receive from their teachers. Some of them complained about not receiving feedback that could help them in assessing their progression.

S1: [The teacher] doesn't teach you what is wrong and what is right, I mean we keep translating, two lectures we translate and at the end of the lectures all your translation is wrong, so the lecture has ended, and then we have another lecture and a new lesson or text.

S2: and he doesn't explain anything... [S1,2G3C]

It seemed that when the students were not receiving constructive feedback from the teacher they switched to a form of a surface unregulated approach. In this situation, they appeared to consider the assignments as a burden which they needed to get rid of in the easiest way possible. In this quote, the student claimed that he was not receiving feedback from the teacher that help him, so he tried to get rid of the task whenever that was possible. Clearly, there was a lack of regulation in this case.

The teacher, of course, is just making things difficult, it's not about benefiting you. Of course I give him 5 pages. Sometimes I woke up at 5 in the morning, I'm an employee, I work, I don't go home until 11: 30 PM, I mean totally exhausted. So I sleep and got up at 5 before dawn. These five pages which are supposed to take an a hour and a half to two hours as an average, I do them in 10 minutes; cut and paste, cut and paste, and that's it, print it, and hand it in. Because this is what he wanted. I'm sure he will not correct them, no matter how many mistakes in them, he will not correct them. That's what happening. [S1A]

Sub-theme 2: assessment

Sense of unfairness in the assessment

A lot of the students interviewed claimed that they felt the assessment was not fair. Some of them explained they did not have clear standards for the assessment and felt that it was subjective.

Also the tests, they give us new texts, and they test your abilities on something new[...] it's very difficult for the student to be a good translator in the whole term, and you judge him based on a text of 10 lines, a new text, something which he hasn't come across. You want him to translate 10 lines in an hour, and you judge, you say this is a good translator, he gets an A, and this is a bad translator, sometimes he fails. I believe this is unfair, honestly. I might be sick on the day of the exam, or I might not have my breakfast...or I had a problem on that day...or God prevents it I had an accident, and I came to the exam, I got this text I translate it quickly and I got D. The whole term I was not only very active, but a very good translator, but unfortunately they don't consider this. [S1A]

This sense of unfairness in the assessment seemed to come from the fact that the assessment was not aligned with the teaching materials, or what had been studied. The students explained that they were given an unseen text to translate in the exam, and it had no relation to the texts they were given during the lectures.

[the lectures are] not that useful, because they give you 7 or 10 pages for example and ask the student to translate them, then he [the teacher] explains them and that's it. These 7 pages disappear forever, you will be examined in something else, and different from these [...] [these lectures are] not related to the exam. Also the methods, sometimes in the exam paper you have new words which you have never seen before. I mean they want the students to guess their meaning in the exam. So you feel these lectures are not useful. [S3A]

On the other hand, when there was an alignment between the assessment and the teaching materials, the students were more likely to work hard during the term and studied these texts. In the next quote the student reported what he believed was a good experience mainly because of this alignment.

We had a teacher may Allah hold him in fond remembrance. He taught me two translation subjects; the natural and the medical translation. I testify for him in good, I mean, first his exams were all from the things he teaches. He used to give us almost 20 texts in the whole term, every text is a page, and he puts in every page, he writes the texts himself, he write a text and put some challenges in it, I mean in the structure, and challenges in the words, and words which have other usages. And every lecture we discuss a whole text [...] and the exam will be from it, so in the first month for example you will have 5 or 6 pages, in each page you will have 10 or 12 words, so the total is almost 120 or 150 words [which is] very good, you know, and how to use [them], in addition to the structure [and] of course the same thing in the second month, and in the final. So you end the term with 400 or 500 words in the medical field and the natural field and the structure, I mean whatever structure you might face you, [with] the one he mentioned you will be prince. [S1A]

These are the most commonly occurring themes in the TLEs as mentioned by the interviewed students. Moreover, the relationship between approaches and TLEs were highlighted whenever that was possible. In the next section I shall present the other issue investigated alongside the approaches to studying and TLEs; namely, the orientation to education.

5.4. Types of orientations to education

This is a common theme that is often investigated to give a better understanding of students' approaches to study. The aim of this part is to examine this theme more closely. Before examining this theme, two points need to be highlighted; the first one

is that it is important to note that these categories were developed to describe the range of variation in the data rather than static characteristics of the students. The second point is that these students described mixed motivations and no individual student can be assigned to a single category. Table 5.3 provides a summary of the orientations found among those groups of students.

Table 5.3 Translation Studies Students' Orientations to Education

Orientation	Intrinsic	Extrinsic
Academic	Interest in Translation Studies or English Language	Academic progression
Vocational	Training for a specific job	The value of qualification in improving employment prospects
Personal	Develop as a person	
Social	Help the society	

Academic Intrinsic

Interest in Translation Studies or English language

About a third of the students interviewed reported an interest in the English language in general or translation studies in particular as the main reason for joining these courses. Most of the time, this interest was inspired by an early experience with English language.

Translation in general is interesting [...] but until recently I was thinking seriously about buying a translated book, Arabic and

English texts...and start trying it myself, why? Because the day where I go studying, before this, now we have only one day of studying [on campus], but that day when I study, what are the incentives? If there is a translation then there is an incentive. I feel translation is attractive, it attracts me. [S2C]

I enjoy it more than other majors really, because it is a new language and you always want to know what they have, what other cultures [have], and since I was very young I admired this language, I try to know some words, I watch these games when I was kid, Play Station, I read a lot of words, so I said I'm going to study English. [S1B]

Academic Extrinsic

Academic progression

Some of the students seem to be mainly concerned with their abilities to progress up the academic ladder. They seem to have chosen this course because they are certain they will be able to succeed in it.

In general, I decided through other criteria, because one of the academic advisors in the high school, I remember he said something which I applied and found that this is the most suitable major for me. He said as soon as you graduate from the university, you have to look at three things which will help you in deciding the major to join. Desire is the first thing. And indeed I have the desire for English language. The second thing is the ability, and thanks Allah I've the ability in learning and acquiring skills, I don't have problems in this. The third thing is the need in the future, when you graduate what will you be?, what is available for you in the future? So I found the most suitable choice for me, I mean if you make a comparison between languages and translation, and literatures, I mean personally if I've gone to the literature, I wouldn't succeed. And I know myself. I wouldn't succeed at all, I have no inclination towards reading, I have no inclination towards reading novels, or English literature in general, but my inclinations towards translation are better. [S1G2A]

When I first joined the university I wanted to be in IT, but my marks in mathematics in high school were less than the required one with one mark, they asked for 90 and I scored 89, so I joined the architect college, because it is a scientific college, so it's easy to transfer from it to the IT, so I said I'll study for one level in this college then I'll transfer to the IT. So far we haven't come to the languages and translation, I'm still between the IT and architect, so I spend a very difficult term, at the end of the term, they announced the conditions to transfer to the IT, one of these conditions was that you score a 4.25 out of 5 in the cumulative GPA, but how do you score a cumulative GPA in the university? You need to study two levels and not just one level. One level is not enough, so you need to study another level so you can have a cumulative GPA. So I didn't expect this that I'll study for a year and then transfer and losing that year. And one year in Architect College is very difficult; at that moment I said I want to study anything. Anything but I just want to finish. I want to join the easiest thing that I could pass in it, so my English language was good, I mean I scored 99 out of 100 in high school in English language, so I decided to join the English department, just like this, in one moment I decided to study English language, and I apply for them and they said there is an interview and a written exam, and I was accepted. [S2A]

Vocational Intrinsic

Training for a specific job

Quite a few of the interviewees emphasise the importance of being well prepared for a specific job. They often describe a clear idea of their future employment. Some of them already have jobs, and they want to improve specific skills related to their jobs.

Translation is very important thing. One of my dreams is [that] will a time come where I'll be next to King Abdullah interpreting for him? You know the person has dreams which he wants to achieve. [S2C]

Because we can speak in it of course [the English language], the first thing is its usages. I'm exposed to it a lot whether in my work [or] even when using the computer [and] more than that, English is our lives today. [S1G2C]

Vocational Extrinsic Interest

The value of qualifications in improving employment prospects

For some of the students, the degree certificate is crucial for job seeking purposes. It seems that they do not have particular jobs in their minds, but the opportunities are wide and very attractive.

I: Ok. Why did you choose this major?

S3: Job opportunities.

S2: There are job opportunities more than any other major.
[S2,3G1C]

S1: Even in job opportunities. Let's be realistic; you have more job opportunities, more than the other majors. [...] job opportunities after graduation [...] it was in my mind.

S2: Even me I had this in my mind.

I: So it wasn't just a hobby?

S1: You could say all these factors came together and contributed to the decision you even would like to know in general correspondences [or] dealing the English language is important.
[S1,2G2C]

Personal Intrinsic

To develop as a person

The students who described personal intrinsic motivation thought that in order to develop as a person they have to study at university level. Their studies give them chances and opportunities to develop certain skills in general and thinking skills in particular. By interacting with different people in the university such as the teaching staff and their fellow students, they have the opportunities to develop their thinking. They believe the main goal of the university is to provide them with the right environment for personal development. It is important to note that this kind of motivation contributed to their decision to study at the university level in general but not specifically this programme.

As a Saudi student here, I'm as a student here[...]you should renew something in my every year[...]renew my thinking, my point of view, now you have studied translation in level two, in level four you should change something. [S3C]

Social Intrinsic

To help the society

In this category the students reported society's need for people who are well qualified in the English language and translation as one of the reasons to join this degree. Their aim is to help the society achieve its aspirations.

We want to connect the cultures. Now with the globalization which we are witnessing now, we want to connect the ideas, we want to know how do those people think, this society, how does it think?

For example the shoes which hit Bush, different cultures; they consider it as a joke, while we consider it as the biggest insult, we want to take their ideas, how do we reach them? We want to call them to Islam, we want to make use of their knowledge. They have an amazing knowledge, let our knowledge aside. [S3G1A]

So as a translator at this time in our community, you have your own status. People depend on you. When people depend on you, you feel proud in yourself. This makes the translation important for me. Because I need it in other places. I made use of it when my father went to the hospital. I interpret between him and the doctor, so my father is proud of me and he is happy for me. This makes people proud of me. [S3C]

To sum up, four types of orientations were found in this group of students; academic, vocational, personal, and social orientations. From the literature on student learning research, these four types are the prevailing orientations. Moreover, in the literature each one of these orientation has an intrinsic and extrinsic side to it. However, the students in the present study did not mention the extrinsic sides of both the personal and social orientations. The absence of these two categories in the present study is interesting and shall be further discussed in the discussion chapter.

5.5. Conclusion

In this chapter the findings from the interview data were presented. In the first part of the chapter students' approaches to studying were presented with detailed descriptions for each approach. Two qualitatively different types of approaches to studying in the subject area of translation studies were discerned from the data. The first one is called deep self-regulated approach, and the second one is called surface unregulated approach. Then the teaching and learning environments (TLEs) as perceived by students were investigated. The interviewees' comments on this theme were grouped into three issues; course characteristics, classroom teaching, and feedback and assessment. The relationship between the TLEs and the approaches to

studying and self-regulation were highlighted within this section. The third part of this chapter focused on students' orientation to education. Four types of orientations were recognized among these groups of students; academic, vocational, personal, and social orientations. Each type of these orientations has an intrinsic and extrinsic form except the personal and social orientations which only has an intrinsic form. I shall discuss these results further in the discussion chapter. In the mean time, it is important to stress once again that these themes represent the collective experience of the individual students in this group of learners as perceived by them. In the next chapter, an illustration of six case studies will be presented to help in depicting a more detailed picture about how this group of students go about their learning in this particular context.

Chapter 6

Case Studies

6.1. Introduction

In this chapter, six case studies will be presented from the three institutions. Each institution will be represented by two case studies. The aim is to give the reader an idea about what it means to be a translation student in the Saudi universities. The main focus of the case studies will be around issues like motivation, study approaches, self-regulation, and good teaching.

6.2. Institution A

Background information about the program

This university offers a bachelors degree in translation over ten terms (5 years). Translation courses are taught from level (term) five to level ten (the last three years). As for the first four levels (first two years), the students take general courses in English language. These general courses serve as preparation for the translation courses. So when the students start the translation courses, they have the required language competency.

First case study

Ali's case study

Ali (pseudonym), a student in level 10 (the last level), is in his early twenties. He is working in the medical field part-time.

Motivations

Ali described a personal intrinsic interest in the English language. He explained that he was born in the UK, he likes the language, and he felt that he has the basics of the English language which would help him with his studies. Also being the only one in his family to continue his studies in higher education served as another source of motivation for him:

“I mean when you are in a family where all eyes on you and you are the one who is going to sustain the family” (L480-81)

“I’ll be honest with you...of course the environment where I came from...I wouldn’t say that one of my brother hold a PhD or a master degree (laugh)...no...I’m the only one who made an extra effort and learned” (L338-40)

“I love the language...by the way I was born in Britain...I love the language...and I felt I have some of the basics...I felt that would help me...at least in the early levels” (651-54)

Moreover, the job opportunities of this field have attracted him to join this university. He showed an awareness of the requirements of future careers at different occasions in the interview. For example, he knew that professional translators cannot work without certain tools, such as dictionaries, references, and computers. At the same time, he regretted that the students are not allowed to bring these resources with them in the class or the exam. This might suggest that the vocational interest is very important in his case because he wanted the study experience to resemble the professional experience as much as possible, so he is ready to join the profession after graduation:

“I choose the English language as a better future” (L651).

“...In the class...dictionary is not allowed...you are not allowed to have a certain reference with you...or...although this thing is available in every place where they have translation...it’s

difficult...to have a translator without a dictionary...sorry but the dictionary is before the translator...” (L71-74)

Another point to note with Ali is that he has a strong sense of identity as translator. He shows an awareness of the presence of a community of practice, since he sees himself as one of them. This might serve to provide him with a personal extrinsic motivation. At the same time, this awareness has led him to perceive his experience in general and the assessment part in particular as inauthentic since they are not allowed to use dictionaries or other resources while in reality professional translators would use them. He regrets that the experience he has is not very useful, because it apparently does not add anything to him. This experience, he believes, lacks authenticity:

“Unfortunately this thing [the dictionary] is not available here [not allowed] in the college...it’s as if I’m bringing a doctor and saying to him go and do a surgical operation...or as a student...but not giving him scissors...tools for anesthetization... or I say to him ok...I’ll be...not after a long period...maximum after six months...I’ll be in the job market...I’ll go to work as a translator...the first thing I’ll ask for is an electronic dictionary and a computer...so I’ll have an encyclopaedia...Wikipedia...” (L45-52)

“Here we study for 5 years...but in reality I tell you it’s 6 months...no more than 6 months...” (L590-91)

“ No...it’s ok...of course I didn’t get any benefit from the college...to be honest with you...zero zero zero...and I’ll be lying to you if I say I get benefit from it...I mean zero...from most of the subjects...just not too over generalised...I mean the translation subjects of course...” (L925-28)

Study Approach

From the descriptions he gave, Ali seems to follow a deep approach to translation tasks.

When translating a text, Ali explains that he starts by reading it to understand the main ideas in the text, then he breaks the whole into small manageable parts, and then works on all different levels of translation:

“When I first have a text...it’s natural that I’ll read the whole text... I recognize the main ideas in it...then I try to divide it...if it’s for example divided into paragraphs...from the author himself...that’s something useful from me...I (unclear)...because every paragraph makes a certain idea...after that I try to divide the paragraph into sentences, each sentence represent an idea related to the other sentence in the same paragraph” (L13-18)

Moreover, he looks at the bigger picture by taking into account both the author of the original text and the reader of the translation. He sees himself as a bridge between an author from a certain culture and a reader from a different one. So he tries to see what the author has focused on, and then he tries to transmit that focus to the reader of the translation:

“I see what are the words that the author focuses on...let them be verbs or nouns...things he wants to throw lights on them...I try to throw lights on them in the translation so when the reader comes after me and reads the text, he knows the author, who wrote the original text and not the translator, means to focus on this thing...” (L18-22)

However, when the exercise or the assignment is not contributing to his learning, he seems to switch to a kind of surface approach. This appears to happen when he is not able to receive feedback about his translation. In this case, he might be experiencing some kind of destructive friction to use the term of Vermunt and Verloop (1999),

because neither he nor the teacher is regulating the learning process. Apparently, the course loads and the time pressure contributed to this factor as well:

“Yeah...and its translation...and the doctor of course...it’s just making things difficult...it’s not about benefiting you...of course I give him 5 pages...sometimes I swear I woke up at 5 in the morning.... I’m an employee...I work...I don’t go home until 11: 30 PM...I mean totally exhausted...so I sleep and got up at 5 before the dawn...these five pages which are supposed to take an a hour and a half to two hours as an average...I do them in 10 minutes...cut ,paste...cut, paste...and that’s it...print it...and hand it in...because this is what he wanted...I’m sure he will not correct it...no matter how many mistakes are there...he will not correct them...that’s what happening...” (L78-788)

Regulation of learning

Ali exhibited a high degree of self-regulation since he believes the learning process is the responsibility of the student. He believed that there is not enough external regulation, which he considers as a problem; therefore, students need to make an extra effort and regulate their own learning. For him attending the classes does not make a difference, and students need to depend on themselves and take full responsibility of the regulation process:

“You attend the lecture or you don’t...it’s the same...there is nothing useful...you go out as you have entered...not from the lectures only but from the whole term....you finish the term as you have started it...this is why you see a huge difference in the student levels...some of the students realise the problem and they go home and work, translate... try to find a job...travel abroad...make an effort and suffer...borrow some money...and there are students...as they say they sing their own tune...so this why when you come to level ten...there was an exam which we took about a month ago...I saw one of the student’s paper...I was shocked...I’m sure...even a Google translation with all its faults is better than him...I swear...you read...no

structure...no editing at all...a very bad text...ok this is a student in level ten..." (L692-702).

For him the lectures are not useful. This might be because they did not get enough feedback from the teacher. Also he believed some of the teachers come to the class not well prepared. Moreover, he saw no alignment between the exam and the lectures since they always have something new in the exam rather than what they have studied in the lectures:

"S: But when the Dr. comes... and the class has 20 students and asks every student to translate 5 or 6 pages...ok 2*6...that's 12 [different] pages from each student...12*20 that's 240 pages ok...is it possible that he can correct them in a week? No...impossible...I hand in the project to the Dr. and he doesn't correct it... so how do you want me to go to him and say what is the translation of this?" (L431-37)

"To the extent that some of them come here without having a text...open the newspaper...cut the article with a scissor...and go upstairs... to the copy centre...photocopy it and bring it here...that means...he wants to get rid of it and that's it...yeah...there is nothing at all" (L558-63)

"Some of the Doctors don't give homework...after that...he opens the newspaper...cut a certain article...and ask one of the student " X go and photocopy it"... then he brings the text and distributes it to the students...then starts translating...ok the first sentence...yes...Y translate it...Z translate that...ok...so you either do it right or wrong...then of course he says...I suggest the translation of this is so and so...then as soon as he goes out of the class and you fold the paper... the information is gone of course...totally...no matter what terms does it contain...because I'm not going to look at this text...when he says he won't put anything from it in the exam...what's the point? This is a waste of time...it might be...excuse me for this word...it might be close to stupidity...when I'm reading a paper and I'm sure the Dr. will give me a very bad mark...so let me

leave it and find something that is useful for me...and that's it...you don't feel there is a benefit...and if there is any then I tell you ...it's individual...you develop yourself...you build yourself at home more than the lecture..." (L806-23)

"You don't feel there is a benefit...and if there is any then I tell you ...it's individual...you develop yourself...you build yourself at home more than the lecture..." (L 821-23)

Also after finishing translating a text, he evaluates his own translation. To this purpose, he has developed a sophisticated sense of what constitute quality in translation for him. He is aware of his own learning, and this might explain why he leaves the texts after translating them for a day or two. Because if he evaluates his translation without a time gap, then the understanding and the ideas of the original text are still fresh in his mind, and he will not be able to see whether he has conveyed the meaning of the original text or not. However, if he leaves the translation for a while he will lose most of the connotations with the original text, and he will depend on his reading for the translation. This will enable him to see if there are some problems in the translation:

"S:I...usually after I finish from the text...even in the project I did this...I close the text...I leave it for a day...sometimes two days...I return to it after two days...I open the text and read it...if there is something in it...

I: You read the translation?

S: Yes, I read the translation...if there is some weakness in it...or something in it...and of course I have the dictionary...that means I guarantee there are no problems on the words level...ok...so after a day or two...if there are problems in the text... when you read it...I mean it looks odd...you feel it's weird...you feel it needs changes...so I change in it...of course at the same time while I'm translating it... it's

impossible...sure it's impossible...because I still have the ideas...I've just written it and I know what ...but after a while when the ideas are gone...and then you go back and read the text...it will be clear for you...yeah...the gaps will be very clear...so we have a problem here and a problem there...so you have to go back to the original text...you say no the doctor will not understand it...so I have to go back and fix it...this is as a judgement to myself...but the others are clear..." (L256-75)

When he feels there is a problem in the translation, he analyses the problem to find the cause and solve it. In addition, he demonstrates an awareness of different texts which need different strategies.

"It depends...if there are weakness on the sentence level I try to fix the sentence somehow...but if the text as a whole has weakness I try to search for the reason...if there are some difficulties from the text itself for example...on the structure level...I try to change it completely...with what is suitable for it of course...it's unacceptable if the text is a legal one for example and I translate it with colloquial language..." (L281-85)

For him, past achievements are attributed to his own ability. This seems to provide him with self motivation and confidence which are important parts of self-regulation:

"By the way no other student would tell you this thing...you might speak with other students ...but I... thanks due to Allah my GPA is 4.6...I didn't get this one except...as they say from cunning...(laugh)..."(L521-23).

Moreover, he seems to persist in his learning, whatever the difficulties he faces. He sees himself as the one who is going to sustain his family. This seems to provide him with a very strong motivation to continue his own studies:

I: Can you keep going when you are bored or tired?

S: Of course...personally...yes...yes, I continue...

I: Haven't you stopped once...

S: As long as there is a good atmosphere...I mean my room is comfortable...of course here in Saudi the air conditioner is working all the time...the internet is very fast...a mug of coffee is next to me...ok...it doesn't matter how much I'm tired...I'll take a break for 15 minutes or half an hour...then I come back...

I: And continue...

S: Yes I continue...I have no choice...

I: Ok...who did you learn that from? Who taught you to continue?

S: No...no one...time has force me to do so... I mean when you are in a family where all eyes on you and you are the one who is going to sustain the family" (L465-81)

Good Teaching

For him, good teaching involves being patient with the students, and giving them feedback on their learning. It involves also giving the students the chance to express their opinion. Although Ali seems to be high on self-regulation, he asked for more external regulation:

"[Good teacher] accepts criticisms from the other... [and] admits his mistakes...nobody is refrained from making mistakes...[and] very patient on students...watching the

students somehow...show them their mistakes...able to balance between the subject he is teaching and the way...look it's very difficult not to give them homework...not giving them text and watching? Watching what? Watching them sitting...and it's difficult also to give them 500 pages homework...and then the whole thing goes out of control...and I can't watch them...there must be...mm

I: A balance?

S: Yes...a balance between watching them, correcting their mistakes and the materials you need to teach them...so it can be acceptable...and that's it..." (L961-76)

"...He [good teacher] forces you to go home, read and memorize these words" (L951-52)

Furthermore, the course should be tailored to the needs of the students. The teacher should put some acceptable challenges to the students in the text. In addition, the exam should be aligned with the teaching in a way that the exam should be from the texts they have studied rather than from something completely new and unseen. He saw the assessment as unfair, apparently because of this nonalignment. He still remembers an experience he has with what he saw as a good teacher:

"First his exams were all from the things he teaches...he used to give us almost 20 texts in the whole term ...every text is a page...and he puts in every page...he writes the texts himself...he writes the texts...he write a text and put some challenges in it...I mean in the structure...and challenges in the words...and words which have other usages...and every lecture we discuss a whole text...and of course he didn't ask us to do homework...so he would say ok go home...it's enough that you have a look at this text...and the exam will be from it...so in the first month for example...you will have 5 or 6 pages...in each page you will have 10 or 12 words...so the total is almost 120 or 150 words...very good... for example you knew...and how to use ...in addition to the structure...of course the same thing in the second month, and in the final...so you end the term with 400 or 500 words in the medical field and the natural field...and

the structure...I mean whatever structure might face you, with the one he mentioned, you will be...prince..." (L544-56)

Summary

Ali seemed not to appreciate his experience at the university. He saw most of the courses as fillers and waste of time. This might be attributed to the lack of regulation which he explained earlier. It seems that Ali did not find the support that he was looking for. For example, he complained about the lack of feedback. Also he complained about the exams not being from the things they are studying in the lectures. It seems as if there is a lack of alignment between the lectures and the assessments. Moreover, it appears that some of the teachers who taught him, come to the class not well prepared which seems to annoy him for the least. Furthermore, Ali shows an awareness of the responsibilities of a future job, when comparing that with the experience he has at the university, he considers this experience as an inauthentic one. Also he wanted to be trained on all different genres of texts. All of these elements might suggest that the vocational motivation is very strong in his case. Finally he believed that the university is not doing enough for its students, and he is not willing to do further study at this university. It seems as if he has lost faith in this university:

"I just want to graduate...I swear I want to get rid of this university...even my father once came to me and said...he wants me to study for postgraduate degrees...I said postgraduate degrees...if there is something abroad...ok...but in this university...no I don't want it...there are not even shaded parking spaces for the students..." (L899-904)

Second case study

Khalid's case study

Khalid (pseudonym), a student in level 10 (the last level), is in his early twenties.

Motivations

Khalid claimed that he joined the English department because he has a personal intrinsic interest in the English language. He explained that, in the intermediate school, he was taught by a teacher who made him love the language. This teacher used to focus on the vocabularies and not to stick to the textbook. Khalid said that his teaching method was really nice, but he did not give details about this teaching method. Khalid then improved in English language by watching American movies and series. Having this good background about the English language has contributed to his choice of pursuing his study in the same area:

“As you can say, it was a hobby. I liked the language before entering the university. I had some information and stuff about it. There was a teacher in the intermediate school who made me love the language. He did not depend on the book. He used to give what you can call external materials. Like vocabularies, as you can say meanings...3 or 4 pages...something like this. He used not to stick to the syllabus. He made me love the language. He used to give us new vocabularies...like 100 or 150 words sometimes...his teaching method made the students love the language...and after that, you know, the American movies and TV series...you have the media...sometimes books...something like this...these things help...these were the things that made me join the English department...because I know this major...while I don't know the others majors. I don't have background about them, but I have background about this one, so I decided to continue in this one...but taking something completely new, that's a problem.”(L171-79)

Khalid, also, appeared to have an extrinsic vocational interest for studying English language. He assessed the importance of the translation courses according to their popularity in the job market; if they are needed in the job market then they are important and useful. As for the courses which are not needed in the job market, he saw them as an extra which sometimes causes unnecessary difficulties for the student. He gave an example of the literary translation which he found difficult, and yet he believed he does not need it later on in the job market. However, Khalid

admitted that these extra courses, though they are not useful for the job market, they are useful on a personal level in terms of gaining some knowledge:

“S: Some of the translation courses are important, because you need them after graduation. They are useful for the job market, and some of the courses are not important...they are as you can call them extra courses...in this major, you will work in a specialised job...the translation here is all general...legal, agricultural, oil, literary...like the literary translation for example... I have difficulties in it, I don't need it later on...this is the problem...there is no speciality within the major...like...when you finish, he gives you everything and that's it.

I: He prepares you to all fields.

S: To all fields, and then you can chose yourself.

I: Ok, but there are some courses that are useful for the job market...

S: Yes, they are useful in the job market, but there are courses which are not useful... I mean only few of them are useful to the job market...the rest are useful in giving you knowledge and whatever...information...which is ok.”(L220-31)

Study Approach

In approaching a translation task, Khalid seemed to use a deep approach in the translation process. He explained that, before starting the translation, he read the source text (the original text), understood it, and identified any difficult words which need to be looked up in the dictionary. After that he started the translation sentence by sentence. It appeared that Khalid is working on all different levels; so he worked on the text level by reading and understanding the whole text, the word level by looking up all the difficult words before doing the actual translation, and finally the sentence level by looking at the sentences and translating the text sentence by sentence:

“S: The first thing ... I read the whole Arabic text.... I understand it... then I translate it through the meaning not through the vocabularies....there are some meaning which you can call them cultural meaning, so you know them... from Arabic into English and they are easy...and sometimes from English into Arabic...because you know the Arabic culture...so you transfer them easily.

I: Ok. But at the beginning you read the whole text...

S: I read the whole text, understand its meaning... I make sure about the meaning of any new words which I feel difficult through the dictionary...then we start the translation from the beginning of the paragraph towards the end of it.

I: Ok. Do you translate it sentence by sentence or...

S: Yes, sentence by sentence.” (L19-26).

Regulation of learning

From the descriptions given on how he goes about his study, it seemed Khalid uses a high degree of self-regulatory skills. Khalid mentioned that before translating a text, he decided on what he thinks as a suitable strategy for that situation. He analysed the text and the conditions under which he is going to carry out the translation. If, for example, the text consists of different points that are not strongly related to each other, like short news, then he starts the translation immediately without reading the text. But if the text is one strongly related unit, then he needs to read the whole text before embarking on translating it:

“S: It depends on the text...sometimes I start with the paragraph itself... I mean from the title, and I start the paragraph directly... directly I mean from the beginning of the paragraph towards the end. So I don't read the text...

I: Ok, when do you choose this and when do you do the other?

S: I mean if the text is connected...some of the texts are not connected ...like 10 lines in Arabic or 8 lines...they are talking

about the same topic, so I try to divide them...you know in English each paragraph is different...so I try to divide them...but the other method, in which each paragraph is different from the other..in this case I translate directly...

I: So you don't need to read the whole text...

S: No, you don't need to read the whole text...like sometimes the news agencies said ... I mean something simple...and the second one is like a person said something...

I: You mean they are not related...

S: They are not strongly related....they start from one idea...

I: So it depends on the original text and the way it's divided...

S: Yes. Something like this...and it depends on the difficulties of the text...and the rhetoric of the writer...some of the writers are very rhetorical, so they make the translation difficult for you...so you are forced to read it all...and sometimes you need to revise it to make it work." (L42-55).

Moreover, after finishing translating a text, Khalid evaluated his own translation before submitting it to the teacher for a formal evaluation. To achieve a better result, Khalid leaves his translation to 'prove' for about an hour or so, and then comes back and reads it again in attempt to correct any mistakes in it. In order to make this self-evaluation more effective, Khalid seemed to form a personal conception about what constitutes quality in translation. For him good translation depends on two things: an accurate transfer of the meaning, and a good style. He went further to suggest that the translator should be invisible in the translated text, and the text should look as if it is written in that language in the first place. So the reader should not be able to know, from the style of the text, that this text is in fact a translation and not an original text:

"S: When I read it... I've finished from translating it...so I go back to it...after half an hour or an hour... I read my own translation... I see... I mean if the meaning is ok...even if the text is formatted...so it's ok or I edit it if there are mistakes...if there

is anything in it... I make sure about it...and hopefully it will be ok...

I: Ok. What are the components of good translation?

S: From which part do you mean?

I: I mean when I give you two versions of translation to a text, and you said this one is better than that one, what makes it better than the other?

S: The first one...if you are translating for example...a good meaning and put it in a nice style like the style of the writer...so it doesn't show that this is a translation...as if it written in this language in the first place...but the other one...for example...translate it literally...word for word, and meaning for meaning...something like this.”(L65-74)

Khalid explained that when faced with difficulties, he overcomes them by using different strategies such as referring to internet websites, consulting his teachers, and asking the help of his fellow students. Also Khalid claims to persist in his learning, because if he starts to procrastinate then he will never be able to start his study. To avoid this problem he immediately embarks on his study and resists any thoughts of stopping for any reason until he finishes from his study:

“S: As for persistence in studying...I have a problem...if I continue [to procrastinate]...I put a time and took more time I delay everything...every time I sat after half hour.... for me I have to take it from the beginning towards the end...even if I feel tired I have to continue...

I: Because if you don't continue you procrastinate...

S: Yes, I'll leave it and come back to it maybe in the morning or at night...after 4 or 5 hours...so I delay myself from sleeping or something...so I've to make it a continues...I've to force myself...sometimes I continue...for example the revision of this book needs 4 or 3 hours... I have to make these three hours consecutively... I try not to break them... I break it for a prayer and then resume it...

I: From whom did you learn this?

S: I got used to this method as you can say...because it worked with me before...

I: So you broke it once, and notice that you procrastinate...

S: Yes, something like this...so you procrastinate...so you delay...so this method has worked for me...but this method is better because it is continues...no matter how tired you are...persistence...you have to finish...so you finish.” (L112-24)

Moreover, Khalid explained that he does not always follow his teachers' directions on how to translate. He seemed to consider these directions as help only and there is no need to follow them very strictly. It seemed that Khalid felt independent from the teacher because he is the one who is going to do the actual translation therefore he is in a position which allows him to assess the situation and choose the best strategy to translate that text at that specific situation. At the same time, he believed these directions are very useful but not definitive. All of these things might suggest that Khalid, most of the time, is using self-regulatory skills when it comes to performing a translation task. Yet, this does not mean that Khalid does not need an external regulation. On the contrary, Khalid regretted that some of the teachers did not give him feedback on his translations. He wondered what is the point of a course if the teacher is not providing feedback to the students on their translations:

“S: You can say it's useful...you get some new meanings...and sometimes you get a good structure...and if the doctor corrects it then that's excellent, but if he doesn't then you wouldn't be able to know your mistakes.” (L28-29)

“S: He [the teacher] says to one of the students I want you to write the first sentence for example...so the student writes the first sentence, and then the teacher comments on it, so he would say to the students: which is better this word or that one... this structure or that one... this method or..., sometimes it is useful for us...

I: Ok, but some of them give you your papers and that's it...

S: Yes. Sometimes he doesn't correct them...so it is not useful...as if you haven't translated anything." (L202-06)

Good Teaching

Khalid believed that the good teacher is the one who starts with the students step by step, and gives them feedback on their translations. He criticised the teacher who is not giving the students feedback on their translations and considered that there is no point of the whole task if the student is not able to see his mistakes and learn from them. For him, teachers should be realistic when it comes to the teaching materials, because, from his experience, some of the teachers were asking the students to memorise 150 pages full of new vocabularies and linguistics structures, which means there is no way a student could learn these materials by heart before the exam:

"S: And some of them put the exam from the notebook, but they give you something unrealistic...like he says to the students do a translation assignment of 2 pages...35 students...sometimes it becomes 70 pages, and sometimes 100 pages or 150 pages...so he would say the exam will be from these 150 pages!...who can memorize these 150 pages before the exam?

I: So you translate 2 different pages?

S: Yes. They all are different from each other...the exam, he would say I'll put two small paragraphs from these in the exam...3 short paragraphs...if he had said the exam is from outside the notebook that would be easier for us...by Allah it would be easier...sometimes this doesn't work...if you want to be obeyed then ask for reasonable things...this is the problem...he gives you 100 or 150 pages...sometimes it is 10 pages, so they are useful for you and useful in the exam as well..." (L208-16)

In addition, Khalid criticised some of the teachers who try to waste the time of the students in the lectures by marking their essays and exams during the lecture time. The students sit silently for an hour or so until the teacher finishes correcting their assignment, then he comments on their mistakes in what time is left in the lecture

and gives them homework, and in the next lecture, he does the same thing and so on. Khalid claimed that the majority of the teachers ask the students to do the translation in the class which wastes valuable time that could be used in discussing some of the important things that are related to the translation such as new structures or new vocabularies. The best teaching method for Khalid is the one that involves giving the students some assignments and correcting these assignments before the lecture, so in the lecture they discuss the students' mistakes or any new learning materials. Khalid believed this method is very beneficial for the students:

“S: One of them [the teachers] for example, gives the student an assignment...every lecture an assignment...so he takes the papers from the students...he asks the students to write the sentences on the board...and he corrects them...as what I've said to you...sometimes he sits and corrects the exam papers, so he is wasting the lecture's time...

I: He corrects the exam papers in the class?

S: He corrects the exam papers in the class...

I: And what do you do?

S: We sit silently...he gives us 2 pages and say prepare them, so in the last 15 minutes or half an hour, he takes short parts of it and then he leaves..”(L262-69)

“S: The best method is the one...sometimes there are assignments...if he corrects them...these are useful for you...if you take the assignment and translate it and correct it with what he writes [the teacher's corrections] on the board...without giving you the meaning...this is useful, if he corrects them and writes them on the board...and good explanation” (L294-96)

Also a good teacher should accept the student's point of view. Khalid claimed that some of the teachers do not accept the student's point of view even if the student is right and they are wrong. They insist on their opinion, and the student does not have

a choice except to agree with the teacher even if he himself is sure that the teacher is mistaken:

“S: And some of them don’t accept [the student point of view]...they don’t accept changes...he, for example, doesn’t give a chance to the student...he talks...he for example says this meaning is correct and that’s it...he doesn’t accept the student...even if the student suggests another meaning, he wouldn’t accept it...some of them say this is good but that one is better...but some of them don’t accept it...they consider all of them wrong...the doctor made a mistake...doctor this is a mistake...he would say no....this is correct...what can I do to him? Sometimes you have to keep silent and to make things work and he finishes...sometimes it is a clear mistake...a clear mistake...like one of them said to me a meaning of a specific word...he said like...the minsters or presidents or Americans...some of them said like *A’ialan*...in English they say declared...he said no, it’s announced, he doesn’t say declared...so in writing, the writer is an English and he is rhetorical writer who has an experience...he is an elderly...so he wrote declared, I’ve never seen announced in my life... I mean there are other easy things...there are mistakes in the pronunciations for example...the problem some of the doctor...I don’t know how could the person who interviewed him for this job gave him an offer?” (L330-340)

For Khalid, good teaching entails being expert in the language and the culture of both the source and the target texts. It involves accepting the student’s point of view, and having a fair assessment. Also the teaching method is very important and the way the translation is delivered to the students is also important. Moreover, the curriculum should be clear for both the students and the teachers so whoever is teaching this course, they have to teach the same material:

“S: One of them [the good teacher] as you can say, his method of accepting the students...their translation...also his teaching method is beneficial...and he doesn’t have mistakes like the rest...very rarely...as you can say he has taught...he has taught in America as well...so his language is perfect...in vocabularies, he is a walking encyclopaedia...he is able...also he gives the

students their rights...some of the teachers do injustice to the students when marking their papers...but this one you feel his marking method is fair...

I: Ok. what are the characteristics of a good teacher in translation?

S: Like his method of conveying the meaning to the students...also his translation method...his teaching method...his translation method, you feel he understands the meaning...you feel he understands any text you give him...so when he gives you the meaning of this word, expect the meaning to be close to the one he gave you, not very far from it...also his teaching method, his method in giving assignments...or when asking the students to do homework...it's different, he tries to vary it...also he has a good command of the language...and he knows the culture...some of the doctors have studied outside but they don't know the culture...so he gives you stuff and shows you their meaning...cultural thing...like why is this...so he has knowledge...in political translation, he has knowledge about the policy of that country...so he gives you useful things about it...some of them don't have background about it, so they gave you things different from this one...so he has background...like background about the law for example...some simple information..."(L391-406)

Summary

It seems that Khalid has a personal intrinsic interest in the English language. His curiosity in the language was inspired by the first teacher who taught him English language in the intermediate school. Also the vocational interest appears to play a role in Khalid's choice of field of studies. Khalid seems to see the importance of a course if it is directly linked to the job market. An example of this could be the legal translation which can qualify the student to work as a translator in the legal field. This kind of motivation seems to contribute to Khalid's use of self-regulatory skills. Khalid explains that he evaluates his own translation before submitting it to the teacher. To achieve the best possible result, Khalid formed a conception about what constitutes quality in translation, and he judges his own translation against this

perception. Khalid expresses his own dissatisfaction with most of the teachers in that department. Khalid explains that some of them do not give feedback to the students, others try to waste the time of the students by correcting exam papers and assignments during the class time, and another group are not qualified, from his point of view, to teach translation. One might suggest that there is a lack of external regulation in this environment, but the question is whether this lack of external regulation has contributed to Khalid using more self-regulatory skills or not.

6.3. Institution B

Background information about the program

This university offers a bachelor degree in English language over eight terms (4 years). Translation courses are taught from level (term) two to level seven. The students are preparing to work either as translators or as teachers of English language. In addition to the translation courses they are studying, they have a translation project in level seven. In the final level they do a sandwich course by working as teachers of English language in public schools for two days per week.

First case study

Talal's case study

Talal (pseudonym) is in his early twenties. He is a student in level 7 in this programme.

Motivations

Apparently Talal has an intrinsic interest in the English language. He explained that he was fascinated by the English language since he was a child. Because almost all of the children's games and TV programmes in Saudi Arabia used to be in English, this seemed to inspire his curiosity towards the language itself:

“S: I enjoy it [the English language] more than other majors...really...because it is a new language and you always want to know what they have...what other cultures...and since I was very young I admired this language...I try to know some words...I watch these games when I was kid...Play Station ...I read a lot of words...so I said I'm going to study English” (L252-56)

Although he claimed that he has an intrinsic interest in the English language, he seems not to be interested in the translation part. In fact, he did not know that there are translation courses until lately:

“S: Only lately...I didn't expect there is translation...I saw reading, writing, listening and so on...but only lately I knew there is translation...so you can translate ...and the wording should be so and so...” (L260-62)

When asked about the importance of translation for him as a person he admitted that it is not important:

“S: It depends on the future...for me I don't care about translation...(laugh)...honestly...no, I'm not interested in it (laugh)...but I have the basics, which are important” (L276-80).

Study Approach

From the descriptions he gave, Talal appears to follow a surface approach to the translation task. Talal said that when he is given a text to translate, he puts the whole text into a translation software, or website such as Google translation, and then he edits the translation. Clearly, Talal is not doing more than proofreading the translated text.

“I have some [Translation] software on my computer...among them *Al-Wafi Al-Thahabi*...and also through Google there is an electronic translation...with editing to its wording...because it

gives you the wording a bit unclear...you know electronic translation...so I edit the wording...and see the most suitable wording” (L12-16)

Although the teacher has given them the option to choose a text, which can be seen as a possible trigger to a deep self-regulated approach, Talal has chosen a text on the basis that he has a good background about it. It might be that he does not want to make an extra effort of researching for some background information about the topic of the translation, or he might be afraid to leave his zone of comfort:

“S: No... I mean now you have a background about them [the original texts]...when you have a background about something you can express... I mean you can describe it without distorting the real meaning ... I mean the original text” (L43-45)

Talal might be trying to minimize his efforts as much as possible. He, for example, explained that he has chosen similar texts for his translation assignment; so he only needed to change the names of the heroes in each text while the sentences remained the same, instead of the usual way of translating the full sentences:

“S: I don't know...but when you know a story about a companion [the text he is translating] ...and also you will get benefits from a lot of new vocabularies and how you word...if you want to form a sentence for example...you change the name only not the sentence...that's you change words only...and then you have a complete sentence ready” (L55-59)

When he is unable to use the software like in the class or in exam, he scans the text instead of reading it. He searches for the keywords, and then he jumps to work on the grammar:

“S: Ok...see the keywords in the text ...then I see the grammar ...you already know the grammar rules...

I: Wait... how did we reach the keywords? I have this text, how do you start? Do you start by reading it for example?

S: No...I scan it...that is a speed reading...and I see what the keywords are ...then I see the wording...and I embedded” (L97-102)

Regulation of learning

Talal apparently, depends on the external regulation to a large extent. He sees the teacher as an authority who should not be challenged but obeyed at all times:

“S: No, I follow his directions as he explained them for us...because he is more experienced, he knows more...so we teach him?!” (L243-44)

Also he seems to appreciate the directions which were given to him by the teacher. When asked about an example of these directions, he was able to remember in detail some of these directions as an illustration:

“S: There are things like choosing the right words...for example you have two words having the same meaning but one of them is correct and the other is not in this context how do you choose? You see the dictionary for example...how it is used in the example... or this one is formal and this one is less formal...you choose the inclusive one...also there is the translation from English into Arabic...you don't compare...I mean if you have an English text...don't think it's like Arabic...no...you put the verb before the noun and so on...there are some changes...not like each other...you put them identical” (208-16)

Although Talal seems to try to minimize his efforts as much as possible, nevertheless he asked for more external regulation particularly in the form of assignments. If he is going to do them in the same way, by using the software, then why would he ask for more assignments? It might be that Talal is hinting at what he sees as a lack of regulation and if there was compatibility in the regulation he might adapt a deep

approach to the translation task. This is reinforced by the claims he made about his ability to self-regulate some elements of the learning process (which will be explained later):

“If the Dr. for example gives the student more texts, the student will benefit more...five texts maybe a little...but if he gives the student more, he will benefit more...

I: You mean every student translates in his own...so the teacher gives him homework?

S: Yeah...assignment or homework...or something like that...I believe that will benefit him...and the teacher will get benefit as well.” (467-73)

While Talal showed a tendency to depend on the external regulation provided by the teacher, he also showed some elements of self-regulation. When he had finished the translation task, for example, he evaluated his own translation by reading it again in an attempt to examine if there were any mistakes so he could try to fix them:

“S: Yeah...I go back and read it all...and see the wording if there are mistakes or something...you read it and see if there are mistakes or something...I mean when you hear it or read ittry to fix this mistake...you can't be certain that it is correct...you rewrite it and reread it again...” (L128-34)

Also when he is faced with difficulties in his study, he can seek help from different sources like the teacher, his fellow students, or the internet:

“S: Of course I ask the teachers for example...or I search in the internet first...the internet is an open space, you find some solutions in it...and if you couldn't ...I seek help from my friends...and so on” (L155-57)

Moreover, he explained that he is able to motivate himself whenever he needs to do so by comparing his progress to that of his fellow students. In this situation, Talal seems to have what is called performance goal rather than mastery goal (Ames & Archer 1988). In Mastery goals the “primary focus is on learning, or mastering, the course material” while in performance goals the students “focus on the outcome of their learning. They are primarily interested in getting a good grade in the course or, at least, avoiding getting a bad grade” (Hagen & Weinstein 1995). This is further supported by what seems to be Talal’s tendency to use strategies to reduce the effort required, such as using the software, scanning the text rather than reading it, and choosing a familiar text. These kinds of superficial strategies are found to be associated with performance goals as argued by Meece and Holt (1993). Also when Talal is given the option to choose which text to translate, he based his choice on the fact that the text is quite known to him. This, too, could be seen as a sign of Talal having a performance goal rather than a mastery one (Hagen & Weinstein 1995):

“S: I mean when I'm bored...for example the competition of my fellow students...I see the good ones...so I make sure that I'm not from those who are not good...I encourage myself so I can be among the top students...

I: Good, so you compare yourself with the other students...

S: Yes, the other students...I say for example why have I fell back...then I feel that I'm not doing enough...then I try to start again...” (L176-81)

Talal has developed a strategy which enabled him to persist in his own learning. So whenever he is faced with a situation where he is bored or tired, he either takes a break or changes his routine and then comes back to his study. These strategies seem to work for him:

“S: I see...I take a short period...I drive the car around for a while...I change my mode...then I come back very enthusiastic....

I: Ok. Do you always overcome problems with this way or the other?

S: Yes, always. I change the routine...then when I'm back I'm more enthusiastic...because one becomes weak and needs some encouragement like taking break and so on...

I: Ok, but do you remember that you had a problem once like you were bored or tired and you change the routine but things haven't improved?

S: If they don't improve I leave it for the next day..." (L188-196)

Good Teaching

Talal explained that good teaching for him involves an expertise in the cultures of both the source and the target language. The good teacher is the one who knows how to choose the best word for the context, and his translation should be easy for all different types of reader. Moreover, the good teacher is the one who provides more external regulation. However Talal seems not to notice any difference in the teaching styles. When asked about the teachers' methods of teaching he explained that they all have the same way of teaching. :

"S: That he [the good teacher] is knowledgeable in both cultures...the source culture and the target one...that's the most important thing in translation in my opinion...also the wording ...when ...how do I say it...choosing the right version...not anything...but drafting more than once until he reaches a version that's acceptable from all...when an educated person reads it, he understands it. And when a novice person reads it, he also understands it...so not difficult for them..." (L451-58)

Summary

In this case study, Talal showed at different occasions in the interview, various signs of his ability to self-regulate his own learning. For example, he is able to seek help,

self-evaluate and persist in his studying. He is also able to find sources of motivation whenever he needs to get himself to persist. However when it comes to do the task, he chose the shortest way of doing it. He seems to be expending the minimum acceptable effort when translating a text. By doing so he appears to be preventing himself from gaining the potential benefits of the learning task. He, for example, explained that he always uses the software to do the translation for him whenever that is possible. This paradox might be explained by the goals and motivations which Talal provided for choosing this course. It seems that Talal has a performance goal in the translation courses rather than a mastery goal; therefore he is mainly concerned about not to be perceived as not a good student. The fact that Talal is not really interested in translation courses per se might have contributed to the goal he has set for these courses. He said that he chose to study English because he loves the language, and he was always curious about it. Part of the package of studying the English language in this university is doing translation courses. Talal seems to fail to notice this at the beginning of his study. He explained that he did not know about the translation courses until lately. He joined the department to master the English language and not to be a translator. So translation for him is neither interesting nor important. But because these translation courses are not optional, he does the minimum acceptable effort which enables him to pass in them.

Second case study

Omar's case study

Omar (pseudonym), a student in level 7, is in his early twenties.

Motivations

Omar described a personal intrinsic interest in the English language. He explained that he had always been curious about the English language since he was a child. He used to watch children's cartoons, which at that time used to be mainly in the English language. This seemed to arouse his curiosity about the English language which made him want to understand what these cartoons are talking about:

“As for the major...as I said to you, I love this subject... I was disappointed since I was in primary 5 [referring to his inability to understand the cartoons since he was child]....now... I immediately understand anything I hear...thanks be to God...my level has improved very much...to the extent that I would love to learn other languages... I wish this department could become a languages department instead of only an English department....that's right...because I think we have enough of the English language...we have studied grammar...listening, reading....writing...we now know these...we know how to write, we know how to read...we know everything...why don't we study another language?...to improve our level...true...but now what?...they have started teaching us linguistics...they have started talking about things inside the language... I mean if it's a language then the basics are over...and thanks be to God...you can understand the language.” (L354-60)

This intrinsic motivation in the language appears to be strong to the extent that it made Omar attempt to immerse himself in the language as much as possible. For example he watched a lot of English channels, read English books, and accessed websites in the English language. However, it is important to note that his interest appeared to be restricted to learning the language and not about the language.

Therefore he believed it is enough to learn the four skills and there is no need to go beyond that and study courses about the language such as linguistics and other courses. He claimed that he liked translation and he asked the teacher for advice about how to improve in translation because he wanted to be a translator in the future. The teacher advised him to watch a lot of TV in order to improve his ability in the translation. Following this advice, however, resulted in an improvement in his listening skills more than his translation skills. Omar explained that the reason is that the vocabularies that are typically used in the TV are different to the ones which he faced in the translation tasks:

“I have improved and I loved the course... so I wanted to be a translator... to the extent that I said to him [the teacher]... I want to be a translator...how do I become a translator?...he said, do you watch movies? Do you watch TV series? I said I watch them all and I understand 96% of them... I mean when I first started watching series or movies...it was very little... I followed the subtitles on the bottom of the screen....a little by little... I said I’m not going to follow the subtitles, what is the point of that... I said I’ll listen more and more to the voices...this has much improved my listening skills... I’ve learned a lot of words and every word I hear...occurs again and again until I got used to it...but the words you have in translation, they are not common...so you have to check the dictionary...that’s true... I mean textbook vocabularies...are not common ones...this is the only problem in translation...it’s not just me, it’s with everybody else’s....” (L37-46)

It seems this intrinsic interest is restricted to the English language rather than the translation itself. For Omar seems to see the translation as a means to an end rather than an end in itself. He explained that the translation is important for him because it helped him to understand different courses such as linguistics by translating the specific terms and texts in that field. Also he claimed that you cannot fully understand any text if you do not translate it into your mother tongue. Also he saw the translation as a tool to help him improve in other language skills such as speaking and listening:

“It is [the translation course] very important...why? You have new words in linguistics for example....how do you know them? Like ‘pedagogy’...what does it mean? Like ‘theoretical’...you have these things which are new to you and you need to use them... I mean translation in high school...from a literal translation you know what you are reading... I mean in these books...if you read you can’t understand anything...like puzzles...without knowing the Arabic meaning, it becomes like puzzles....even if you read it, you might know the meaning....but when you come to revise it, or in the exam...you began to mess up...that’s true...without knowing the Arabic language, and the Arabic meaning, you start to mess up...look I did it once... I didn’t check the Arabic meaning...and what did I do? I checked the English meaning... I studied the English meaning... I revised the English meaning...what happened? I know in the exam, but how do I express myself? It’s difficult...it was embarrassing...you know the meaning...but you have forgotten something...how do you recall the information? If the meaning is in English then you have difficulties, and one forgets...one forgets.” (L362-70)

“As a person...the translation improves my level in the language...in speaking...in listening...you can listen...you can speak.” (L372)

At the same time, it seems Omar is also concerned about getting good marks in all courses. It seems that this kind of extrinsic motivation (Beatty et al 2005), made him do more than most of his fellow students. At one time, they had what they perceived as a good teacher who was treating them courteously, and made the course easy for them. Yet, Omar was determined to work hard and get a very good mark. It appears that if he just wanted to pass, he did not have to work hard in that specific course. Probably in this case Omar has a performance goal which can be stated as getting a very good mark to prove my ability in comparison to my friends:

“The marks were in Bs and Cs...These marks are excellent...as for the interpreting course we have now....it’s really

excellent...Dr.X...he is the top...as a treatment...as a subject... he understands the students...you feel comfortable with him as a student and as a course...the interpreting...look...listen to a clip...and translate it directly...the interpreting is the easiest thing... I thought it's difficult... people and the previous students said it's difficult.....but Dr.X made it very easy...so relax... I said no... I said I wouldn't make it easy for myself; I would work hard...and thanks be to God... I got an A...as a start it is very good...and he is teaching us this term and it's good...the trick is to be better with the teacher and the course...improve yourself more...listen more...." (L72-78)

Study Approach

Omar seems to follow a deep approach when translating a text. He, for example, tries to understand the text before embarking on translating it. He emphasised the importance of understanding the text before translating it many times throughout the interview. After that he divided the whole into small manageable parts:

"First I read the English text and understand what is going on...

[I read] a whole paragraph... I read it all and see...there are some paragraphs which are very very long...so I read some of it...then the information is incomplete... I stop... I can't continue... then I read it again...it takes time...because it's very long...the paragraph is about half page... I read it little by little...so I see when a sentence is complete for me I directly write it... I mean the sentence is long...the full stop is very far from me...very far... I mean you find it after the fourth line..." (L161-66)

When there is a time pressure, however, Omar seems to switch to a strategic approach by using the shortest way to the translation. This is represented by the use of translation software to help him in the translation. Unlike other students who depend on the translation software, Omar admitted that the translation quality of these software packages is not high. Therefore he extensively rewrites the translation after putting it in the software. Clearly he does care about the quality of the

translation. It seems he uses the software as a starting point for the translation. It apparently helps him speed up the process of the translation:

“I translate it...the first thing is that I want the shortest way... I’m under pressure...so I put it in *Al-Wafi* [a translation software]...the result is all wrong...all wrong... so what did I do... I read the English text... I immediately understood it... I mean it’s easy...there was nothing difficult in it...as a dialogue it’s easy...dialogues are the easiest thing in English language...but the books are always difficult...they use elegant words...these are difficult...but the dialogue is easy...but you want to translate...this is difficult...that’s it...so this book is a little bit difficult...so I put it [the text] in *Al-Wafi*...so you get the words wrong...it translates a word like this and then like that[different translation for the same word in the same text]...

I: So do you type it in or is it already typed?

S: It’s already there in the internet... I directly put it in the software...copy and paste...it’s [the translation] all wrong...so I look...what did I do? I read in *Al-Wafi*... I see where the mistakes are, then I correct them from the beginning... I write it again...the correct things...the correct things are there...there are excellent sentences... I think they are excellent sentences...but there are sentences...which are very long...then it starts to mess up...it can’t distinguish... I mean you have the letter A for example...it doesn’t know it... I mean the A is its only problem...you have the verbs...it gives you the first meaning of the verb...the only problem which made it difficult for me...is that you had to read, then look, and then translate...it took time...one paragraph took about 10 minutes or 15 minutes if it’s a bit longer...” (L142-54)

Regulation of learning

Omar believed that students should make more efforts and regulate their own learning. This belief seems to provide him with the necessary motivation that made him do more than expected from him in some of the courses. After applying the

advice of his teacher about watching a lot of TV in English, he moved on to translate some of these movies to his brothers and friends. Moreover Omar has developed a conception about Translation. He explained that for him translation is about conveying the meaning directly. It seems that he did not pay attention to the linguistic or textual features of the texts. So he was regulating using this conception as a benchmark, which at certain point created a problem for him with one of the teachers:

“So this doctor came and said no, we will start from the beginning again...and he is stubborn...what could you do about him? Really what could you do about him? I went against him once and said look doctor...the translation is about transferring the meaning to the other party...he said no!...he said is it so? No....he is stubborn...he said I’m right, and you are wrong....and I see...he for example used to give us sentences...he gave us sentences to translate...some of them [the students] translated...right translation... I believe it’s right translation...nothing wrong with it...he said no...no...then he gave us his own version of translation...this is the only correct one...that’s true...he knocked us flat...to the extent that I got less than half of the mark in the midterm exam... I said that’s it... I shall relax...there is no hope...if he won’t shift on that, then what is the point?... a lot of the students have failed in his course...he taught level 5,4, and 3...he failed a lot of people...the new head of department has seen something in him which we couldn’t see...we reached him [the head of department] and we said this doctor is not really good, he said try him first...so we said ok...but after the midterm exam...immediately...the midterm exam was held 6 weeks after the beginning of the term...so we thought it’s over... I had a very low self-esteem...very very low....but I took the course again in summer... I took it with Dr.Y...it was even more difficult...he made the course more difficult...but I got an A...so the problem was not because of me...it was because of the doctor...why did he give me an H[a bad fail]? Although my translation was excellent in comparison to other students’... I was not bad...you could ask the students and the teacher who taught me...Dr.Z taught me three levels.” (L52-66)

Apparently, in this experience, there was a difference in the conception of translation between the teacher and Omar. Omar saw the translation as merely summarising the meaning of the text without going into detail or paying attention to the characteristics of the text, while it seems the teacher saw it as more than that. However we are not told what exactly the teacher's perception of translation was. This kind of difference in perception has resulted in the disengagement of Omar from the learning task, and eventually failing in that course. It seems that Omar did not understand the teacher's criteria for assessment in that course.

Furthermore, Omar is aware that different texts need different strategies. Also he was able to self evaluate his own translation before handing it in to the teacher. When faced with difficulties he claimed that he is able to overcome them by using different strategies. For example, when he was translating a geological text, he referred to some encyclopaedia to understand some background information about this type of text. At the same time he felt it was necessary to tinker with the text and delete some parts of it, and explained to the teacher the nature of the difficulties and the proposed solution. All these things indicated that Omar is high on self-regulation when it comes to translating a text. Again it is important to note that he self-regulated against his own perception of translation, which might explain why he felt it is ok to delete some parts of the texts:

I: Excellent. How do you judge whether your translation is good or not?

S: I read it again.

I: You read...

S: I read the translation...I read it again...after a while... I read it again...if I feel there are mistakes... I try to correct them...there must be mistakes in the initial translation...no one can do it without mistakes...very few have done it [the first draft] without mistakes...so you come back to it with a different mood...now you might be tired, so later on you come when you are relaxed (laughing)...and see...you read it...if there are mistakes in this

line, cross it and correct it...that's what happening...good..."
(L193-200)

"S: The book which I have translated...because the text was about geology...it's not understandable...that's true...you can't understand it...you have a paragraph...you know the message behind it, but you don't know how to translate it...that's true...the translation becomes difficult for you...sometimes you know the message behind it and sometimes you don't... I mean a specialist in geology might know, but I don't...geology was difficult for me...so I searched about geology...definitions and whatever... I went to the Wikipedia..." (L212-215)

When faced with difficulties, Omar has different strategies to deal with them. He, for example, consulted the teacher to help him overcome these difficulties. Also he read the original text again. If that did not help, he searched for some background information about the original text (for example, by consulting wikipedia), which might help him understand the text and overcome the difficulties:

"The available options...the alternative....read the English...read the English text and try to understand it...if you couldn't understand it...then put the direct meaning...this is the only option...also re-edit again, if this works...the only option is to do it again...that's it... you have difficult words for example...so put the direct meaning...also you must have a background about the text? What exactly is it talking about?" (L258-61).

At the beginning of his studies, as Omar perceived it, there was more external regulation than at the advanced level. For example, at the early level the teacher started with them step by step. So at the beginning the texts were easy, and they were not asked to translate the whole texts. Rather they were asked to translate vocabularies only. In the next step they translated sentences, and finally they moved to translate paragraphs and full texts. Also there was an external regulation to

motivation. The teacher used to encourage and support them, and he was very patient with them. Omar seems to appreciate this regulation. Moreover the teacher, at the beginning had provided them with some directions on how to translate a text. Omar believed these directions were very important, and they helped him to avoid a lot of the common mistakes in translation:

“The first thing is that you translate the meaning not a literal translation...this is the first thing they teach you...that you don’t translate literally...you translate the meaning...there are many meanings...don’t think it has only one, two, or even three meanings....no...it depends on the context...and there are a lot of contexts, which makes it a little bit difficult....you have the educational context...this is the easiest one... I mean educational context is easy...then you have sciences which are a bit more difficult...and you have the religious one which is difficult...and you have the other majors like geology...these majors are very difficult...” (L307-10)

“Now read, read, and read...then see what is the suitable meaning for the word...now you have a new word...think about the meaning which suits the context...don’t think about the first meaning only...this is the biggest mistake...and it was ok....when we first started in level two, we had mistakes....these mistakes were common ones, these were the most common mistakes...in level three we avoided some of them, so we started a little by little...and it became more difficult...so we started from Arabic to English...towards the end of level three...and in level four we began to work harder....so it’s gradual...it’s excellent...” (L326-30)

Good Teaching

Good teaching for Omar means courteous treatment of the students. It seems this kind of treatment makes him feel more comfortable and accept what the teachers say. He emphasised this many times throughout the interview:

“As for the interpreting course we have now....it’s really excellent...Dr.X...he is the top...as a treatment...as a subject... he understands the students...you feel comfortable with him as a student and as a course...” (L73-74)

Omar appreciated the teacher who externally motivated them by encouraging them to do their best. This teacher was very patient with them and allowed them to make mistakes and eventually progress in their study. Also he appreciated the teacher who started with them step by step in translation and gave them some homework to do:

“I started a little by little in level two... I used to participate...then I felt my level has improved...so I began to care about the translation...and the doctor used to encourage us...he used to give us homework...and we do them...we do them...they are easy...” (L21-22)

Also good teaching involves dissemination of the knowledge to the students and not waiting for them to ask about information or certain things. For Omar a good teacher should have sufficient experience in English language, but the most important thing is how to deliver the knowledge to the students:

“The treatment for the student...he [good teacher] treats the student as someone similar to him...as a normal person...he doesn’t insult the student or underestimate him...as a student you have rights and obligations...as a student you are respected...and I teach you the course in as open a way as possible...without monopolising the information... there are some teachers who monopolise the information...you have to ask them, so they tell you....as for me...I give them whatever I can give them....I give them what I understand...that’s it for you and against you...

I: Ok. What are the components of good teacher in translation?

S: Good teacher in translation!...the translation doesn't need a specific teacher... translation is an experience of a teacher...it's an experience not a teaching...the teacher who has experience can teach translation... I mean any teacher who has experience can teach translation...experience in English language... I mean he has a lot of information... a lot of idioms...he has a style...this is anyone... I expect anyone of the teaching staff can teach translation...the most important thing is the style of the teacher in conveying the information...conveying the styles to the student...and when the students feel comfortable with one of the teacher...when the student feel comfortable with the teacher...even if the course is difficult....even if it's difficult for them...they work hard...they make effort...but if the teacher make the course easy for them, but his style is not really nice with them... I mean it's the psychology of the students that is affected....”(L446-56)

Summary

Omar seems to have an intrinsic motivation to learn the English language. However this motivation is restricted to the language itself. What he wanted was to understand the language so he would be able to use it, and not to learn about it from the standpoint of linguistics. So the most important thing for him is to master the four skills, and there is no need to go beyond that. As for the translation, he saw it as a means or method to help him understand the language. Apparently this kind of motivation provided him with a clear perception about the translation. For him translation is about conveying the meaning only. Therefore there is no need to pay extra attention to other features of the text as long as the meaning is conveyed in a clear and smooth way. It seems this kind of perception has created a conflict with one of the teachers who saw the translation as more than that. However there is no evidence in the interview that shows the teacher attempting to resolve this conflict by providing other perceptions of the translation or explaining the different kinds of translation. So Omar saw the teacher as a stubborn person who wants to force the student to accept his version of translation without justification. This led Omar to disengage from the learning task and eventually fail in that course. It appears that

Omar was self-regulating his own learning in various respects, for he claimed to be doing more than expected from him, he used different strategies to translation in different situations, he was able to overcome difficulties by using different strategies, and he self-evaluated his own translation. However all these self-regulatory skills which he performed were in line with both his motivations of study and his perception of the translation. It is interesting to note how at the beginning of his study, Omar received more external regulation than towards the later levels. At the beginning the teacher started the translation with them gradually, was very patient with them, and provided them with encouragement and support. He gave them some directions on how to translate, which seems to be very useful to Omar since he claimed to be using them towards the final levels of his study.

6.4. Institution C

Background information about the program

This college offers a diploma in English language teaching and translation over five terms (2 and half years). In addition to these five terms, depending on their grades at the placement test, most of the students take an intensive course in the English language at the beginning of their studies. This course lasts for one term. Translation courses are taught in levels (or terms) 1, 3 and 5. After graduation, the student can either continue his study in another college to get a bachelor degree, this option depends on his overall grade (GPA) in the college, or he can search for a job. In the fifth level, in addition to the courses in the college, the students work in places such as companies, banks, or hospitals to gain some experience (as a sandwich course). Their work mostly involves translation rather than teaching.

First case study

Ahmad's case study

Ahmad (pseudonym) is in his early twenties. He is in level five, and he is working in a bank part-time, and in a hospital as a part of his sandwich course.

At the beginning of the interview he was asked to recall a recent experience of translating a text. This served to help him remember some specific aspects of his experience and study approach when they were still fresh in his mind.

Motivations

He had a very early experience with the English language through a herdsman working for his family. This experience has planted the love of the English language in him. So he thought it was natural for him to pursue his study in this field; he is also ambitious to continue his higher study in the same field. Also the job opportunities and the social status of translator in the community have provided him with greater motivations to study in this area:

“When I work at a lawyer office, so you have to refer to law books written in English. When you work in a certain company where you deal with foreign worker. In these situation the translation becomes important for you. Jobs at hospitals now [are easy to get].” (L725-728).

“So as a translator at this time in our community, you have your own status. People depend on you. When people depend on you, you feel proud of yourself. This makes the translation important for me, because I need it in other places. I made use of it when my father went to the hospital. I interpret between him and the dr. so my father is proud of me and he is happy for me. This makes people proud of me” (L738-743).

He expressed a very intrinsic interest in the course, since he criticized the teaching for getting students to engage in rote memorization and intake of knowledge instead of construction and application of knowledge, which at the same time demonstrates his preference for a high degree of self-regulation. He also shows an understanding of the importance of his studies for his career trajectory. When there are courses that have no immediate application for his future career, he does not see the benefits of these courses and thinks they are a waste of time and effort:

“There is a university which I wouldn’t mention its name, they teach Arabic language courses in the English department. Now I want to understand what is the relationship between Arabic courses and English language department? I’m here to specialise, so I don’t want my thought to be distracted” (409-412).

Progression is important for him as well so when he was faced with a difficult course, he felt he could not speak to the teacher of that course because he thought the teacher might perceive him as not a very good student and was worried that the teacher might fail him.

Realizing the importance of translation has led him to do more than expected in a course. For example he accesses some Internet sites that provide more exercises about the English language in general, and translation specifically, such as the BBC website which has a section about learning English language. He tries to do the exercises in that site to improve his skills in translation. Also he preferred teachers who set up group competitions and challenge students by giving them some tricky sentences to translate:

“S: The method of the previous one [the previous teacher] was really nice. He divided us into groups. And he encourages us. He gives us some easy tricky sentences... which need smartness to translate, and he gave us proverbs. And he gave us sentences that need thinking to translate. He gave us things. It was very

interesting. He has some new ideas in translation. He asked us to work in pairs” (L790-794).

As a student in level 5 doing a course in advanced translation, he expected the course to be challenging, but to his disappointment he found it very easy. When he talked about a recent experience in translation he expressed his disappointment with that experience, because the text was very easy and didn’t pose challenges for him. He perceived challenges as a necessity to develop thinking skills, which he saw as a prerequisite for university study:

“But if it’s an easy translation then you feel your thinking is shrinking...now you are trying to develop your thinking not to go back to easy thing...” (L69-71).

“As a Saudi student here...I’m as a student here...you should renew something in me every year...renew my thinking...my point of view...” (L553-554).

Study Approach

In approaching translation tasks he used what we can characterise as a deep approach in translation. So he first seeks a holistic understanding of the text he is going to translate, then he works on all different levels of translation. In the following quote, he starts by talking about understanding the text in general, and then he moves gradually from the word level to sentence level and finally text level:

S: Just reading...I try to understand what I’m reading...then I go back and read it again and try to translate the difficult words only...

I: Only...the meaning of the words...no more no less...

S: Yes, the meaning of the words. If there is a difficult word in the end of the sentence for example I translate it. After translating the

difficult words I start to open the dictionary and translate all the sentences...

I: Ok. So you open the dictionary and translate the sentences. Do you translate them sentence by sentence?

S: Yeah. Then I try to organize. After finishing the translation I try to edit it, I might change the position of some words...so I try to edit it and then I submit my translation.” (L34-44)

Regulation of learning

He expressed a good sense of a well-worked-out procedure for regulating the translation process; this includes flexible strategies for dealing with different text types such as legal, medical, and literary texts. Also when faced with difficulties he has different strategies to overcome them, for example he can seek help from the teacher or from his fellow students. He went further to experiment with a new learning method, which was not taught to him in the class. This method is called parallel text. It is a technique in which translators look at texts similar to the text they want to translate in terms of subject matter. So they can see how other translators translated such texts and follow their way of translation, and make use of some of the vocabularies they have translated:

“S: I might seek help from the doctor or from texts similar to this one.

I: What do you mean by texts similar to this one?

S: I mean if the text is about war for example, then I go back to translated texts about the world wars, or Kuwait war. I mean similar texts.

I: Similar texts in Arabic?

S: In Arabic. Then I read in them. Because you know the terms used in medicine are different from the one used in war...so I go back and read in them, and I seek help from the doctor...I don't ask him to translate but I ask him to explain an idea...” (L79-86).

So in general when facing difficulties he uses a sophisticated conscious process of dealing with them, which is a characteristic of self-regulation. Also when he finishes the translation task, he evaluates his translation by reading it and making sure that it conveys the ideas of the original text. He analyses his own translation to identify any potential problems or mistakes and then compare that to the original text and redoes the translation again. In some cases he gives the translation to one of his fellow students to evaluate it for him:

“S: I mean if you have translated a text by yourself, and you read it... your ideas will change...is this translation right or no? if the idea is not complete...you will find something missing in this sentence...so I evaluate myself by reading my own translation...

I: So after finishing the translation....you read it...

S: Yes. Or I ask my fellow student who is sitting next to me...I give him my translation and say check if there is anything missing in it...if there is anything missing he would tell me...he would say there is something missing in your translation...by reading the two texts” (L142-150).

To make sure that this evaluation is valid, he has developed a good sense of what is quality against which to evaluate:

“S: First of all the organization of the text...the sentence order, the editing, the tenses of the sentence, the connections among the sentences...so I can read the text smoothly...I judge this as a good translation...so if there is something missing, you will stop at a certain sentence...you can’t continue...but the smoothness of the sentence when reading it, is an indication to a good translation” (L188-192).

Although this student described a high degree of self-regulation, he was shocked when faced with a new teaching method. In this method the students were asked to do an assignment from the beginning of the term towards the end. So every week they are expected to do something in the assignment. As described by Ahmed, this method is new for them, for they used to come and find the handbook or the material ready for them, and they do not have to do anything other than memorising it. Apparently in this transitional stage the degree of external regulation was less than what the students were used to having, and the students did not take the initiative to assume greater responsibility for regulating their own learning. So a *destructive friction* happens as described by Vermunt and Verloop (1999). In this situation it seems that the students perceived the learning task as difficult and too demanding, so they disengaged from the task learning and eventually they failed:

“We were shocked by this method of teaching...we are used to coming and finding the handbook so we buy it or photocopy it from the copy centre...so we come and read in it or we write with the doctor in the class...but we were shocked by having a subject that is constantly changing from the beginning of the term towards the end...whether in the class or outside the class...this is why we all have failed that subject...22 students have failed in that term...because we were shocked by that method of teaching....”(L218-223).

At the same time there was apparently no scaffolding in place that could help the student to take this initiative. However having completed that stage, this student could see the positive benefits of that experience, and he spoke very passionately about the values of that experience and how he has missed the learning opportunities which that experience had offered. This suggests that although the student described a high degree of self-regulation, at a certain point there was apparently no support for him to develop his skills in it:

“But after passing that stage...another spirit was awakened in us...a spirit of enjoyment, of competition... I want to work hard... I missed all those days...although we’ve failed, but I want to work with him...I want to complete the assignment...” (L274-277)

He went further to express his readiness to accept lower grades for a better teaching experience:

“So he said I would love to teach you translation and...although we know that it’s difficult and we might not get high GPA, but because we like his method of teaching we wished he could teach us all the other courses...” (L293-295).

Being high on self-regulation does not mean that there is no need for external regulation, and this is why he values some aspects of external regulation such as external regulation of motivations by setting up some group competitions. He saw this kind of regulation as a necessity for student development:

“S: As a Saudi students here...I’m as a student here...you should renew something in me every year...renew my thinking...my point of view...now you have studied translation in level two...in level four you should change something...how? You don’t translate in your own anymore...you translate in pairs or in groups...group challenge...put the spirits of competition in them...so when you enter the class, the students are eagerly waiting, not just waiting so the lecture finishes and they leave...” (L553-559).

Good Teaching

Good teaching for him involves teaching for understanding, and not for memorization. It involves some kind of external regulation as well. He did not appreciate the lack of directions on how to translate. He values change in ways of

thinking, and he believes it is the responsibility of the teacher to set up the environment which fosters this kind of changes:

“You should change something in the students...the student came to you knowing nothing....change something in him...a little bit of competition...”(L582-584).

“He wants us to memorize the subject but I didn’t follow him and I went to an institution to understand the subject...so I understood the subject...and it turned out that this subject should not be memorized, but it should be understood” (L592-594).

He displays a very sophisticated conception of knowledge when he talked about how the subject should be understood and not memorized. He values the teacher caring about the students and their learning, and dealing with the students in a courteous way. It is important for him that the teacher does his best to explain the material to the students:

“One of them his teaching method is unique...and the other his treatments to the students...these are the things that make them good. One of them care about his subject...the other, it’s true he cares about his subject, but he cares more about the way he deals with the students...so they don’t get bored in his subject...these are the things that make them special” (L835-839).

Summary

Ahmad valued his experiences at university which had enriched him with more than just translation or language. It provided him with real life skills such as communications skills by providing opportunities for him to deal with different

kinds of people such as academics, employers, and customers. As a part of his sandwich course, he gained some work experience as well. Also he has experienced a new method of teaching, a method which he appreciates very highly. Furthermore, this experience provided him with the tools for analytical thinking, which he used to analyse the problems which face students of the English language. Overall, it seems he is very satisfied with the richness of his experience of studying at this university:

“I got something from my study of the English language...I mingled with a lot [of people]...I know doctors...I know the problems of the teaching methods...I know everything about English language teaching methods...as a student not as a teacher...as a student I know the problems of my fellow students ...the problem which is faced by students of English is that he is shocked by the English language without preparation or he is shocked by the treatment of the teacher... or the interesting ways for the students...these are the things that I got from this university” (L851-858).

Second case study

Sultan's case study

Sultan (pseudonym) is in his early twenties. He is in level five.

Motivations

It seemed that Sultan had an intrinsic interest in English in general and translation in particular. He expressed his enjoyment at studying translation and considered it as an incentive to go to the college.

“S: Yeah, translation is interesting...translation in general is interesting, like what... even... There are people who are studying X language... I know someone...now I work in X and we have this

person who had a degree in Persian language... he says I don't see it as interesting but I see it as a future...as a future because they might need you in the ministry of external affairs, they need you in many fields...and it's very rare to find someone with a Persian language...but until recently I was thinking seriously about buying a translated book, Arabic and English texts...and start trying it myself, why? Because the day when I go studying...before this...now we have only one day of studying...but the day when I go to study, what are the incentives? if there is a translation then there is an incentive... I feel translation is attractive... it attracts me ...” (L114-25)

This interest in the English language seemed to be inspired by the first teacher who taught him English in the intermediate school. Also there seemed to be an extrinsic personal interest which is represented in the parental pressure on him to do a bachelor's degree. Also a member of his family has a degree in English language which might have provided another source of interest in the English language:

“But I really have a plan...even my mother supports me in this...that there is no hope that I'll stop studying and say I want to work unless I've a bachelor's degree...without it things won't work...my father likes my idea, and said ok... I'll support you in anything you want to study...” (L627-30)

“S: Yes. I'm determined to study. Why? Because there is a person who is very close to me, that's my aunt...she is a teacher of English language...she tells stories...so I see...I feel I miss something...why? Why English? And my love for the language...and the surrounding circumstances...and there is a difference between a person who speaks English and another who doesn't.” (L645-49)

From the quotations, there is an element of vocational interest. Sultan believed that it is very important to get a bachelor's degree in order to get a job. But because he

happened to love the English language, he decided to study it for the diploma, because it was the only English language degree available in his area. At the same time, he has to stay in his family house to look after it, since his family has moved to another country because of his father's job. However he is still determined to continue his study after the diploma and get the bachelor's degree. Also the social status of the translator seemed to play a part in his choice for this field. One of Sultan's dreams is to be a personal interpreter for the king:

“S: Translation is very important thing...one of my dream is...will a time come where I'll be next to King Abdullah interpreting for him?...you know the person has dreams which he wants to achieve...it's true translation is very important...of course it is very big field...everyone will find a place for himself...if he wants a social status...to satisfy himself...or something like that” (L685-89)

Study Approach

In translating texts, Sultan seemed to follow a version of the deep approach to the translation tasks. He, for example, read the source text more than once. The teacher has told him that, by reading the text more than once, he will attain another level of understanding. If he does not do these readings, he might be deceived by the first impression he forms about the text. After that he moved to work on all different levels of the text like the word level and text level:

“But when you read it once, twice, and three times...it is...he gave us the reason... I mean the lecturer...the previous one...I forget his name...he used to say don't be deceived by the first impression...when you first see it you say this is easy and I'll translate it...just put a word in place of another word...especially if you have a dictionary which will help you...but reading the text slowly and for exactly more than three times will give you another difference...another conception...

I: Ok... now you take this text, read it...

S: First I read it...in a normal way... the next reading I focus on the difficult words...and I try to translate...I have a text in English which I would like to translate into Arabic for example... I read it for the first time... the second time I read it I have this word... I pronounced it in English but I read the whole text in Arabic...

I: In Arabic?

S: Yes, I read it silently in Arabic...I translate it orally ...and the third time I write it now...I write it and see the translation of...

I: The difficult words...

S: After changing the difficult words... it was difficult for me in English...after translating it by the dictionary for example, the whole text will appear...of course I have revised it before writing it...I've revised it orally..." (L39-59)

"S: After translating it... I see...the issue of a word for word...is easy...from Arabic to English, but the grammar is the final touch for the sentence...

I: So what would you do?

S: At the beginning I translate it orally, then I put it on the same style as the Arabic text with the help of the grammar." (L97-101)

Regulation of learning

Sultan seemed to be using self-regulatory skills in studying the translation course. He explained that he is translating things beyond what is required from him in the course. Moreover, Sultan explained that he evaluated his own translation after finishing it. He expressed his confidence in his linguistic ability, and believed his self-evaluation is accurate:

"S: Of course there are many evaluation tools...some of them are standard...like books which have translation...and there are the advertisements...you find advertisements in both Arabic and

English at the same time...but I judge my own translation before I hand it to the evaluator to see if it is excellent or not... through... I take the translation as if I'm reading it for the first time...is this English?

I: You mean the translation...

S: Yes I mean the translation...

I: You read it yourself..

S: Yes... I look at it and see is this logical? And does it deliver the meaning? As if I'm reading it for the first time...I take a newspaper for example...or a book or something like that...

I: Ok... but what if it's Arabic?

S: Even if it's Arabic...

I: You take it and read it...

S: Yes...but if it's Arabic...no... Arabic...I don't have any problem after translating the text from English to Arabic...why? Because... praises are due to Allah...and I'm not boasting but I have a good knowledge...I'm one of those people who likes reading the newspaper...reading books...reading anything...so I don't have problem... I bring a word and go with another one...

I: You mean a synonym...

S: A synonym...or something like it...and I notice that some of the students have difficulties in this ...so when I translate into Arabic my judgement is enough..." (L157-78)

At the same time, Sultan appreciated the feedback given to him from the teacher. He used this feedback to make improvements in his translation:

"S: The teacher's evaluation...we give him texts...of course he asks "your marks in the other subjects are very low, and in translation you got excellent" so there is...

I: Motivation...

S: There is something which I can say I have achieved this...I've accomplished this...

I: So you compare his notes...

S: Yeah...at the beginning he puts a line...puts a line... of course I believe ...after looking at this... every translator or teacher has his own way...I mean I might give it to this teacher and he might put many lines...another person might say no it's ok...a third one might say no it's all wrong...

I: Ok...but how do you know?

S: Why... because sometimes there is a certain subject...I memorize a text in translation for example...after a while he might ask me about this text...so if I have place for it...or I put it...and he accepts it or he does not accept it...another person...or another teacher might accept it and say it is excellent.” (L178-200)

This quotation shows that Sultan also needed some aspect of the external regulation like the teacher's evaluation to help him assess his own progress. In addition to that, it shows that he is aware of the subjectivity of the evaluations in translation and therefore should deal with them in a careful manner.

It seems that Sultan has a performance goal for the translation courses. Apparently the most important thing for him is to be better than the rest of the students. He confesses that sometimes he handed in the translation, even though he was not convinced that it was ok. Just because he thought it would be better than his fellow students' translations, he thought it was ok to hand it in:

“S: In most cases yes, even if I don't like the translation...why? Because I say if I translate it and I'll get 6.5 out of 10, I'm sure X,Y, and Z (the other students) will score 5.5...that's true I have a pride I say although it is not correct but I will be better than them.” (L238-40)

He did not study a lot, but when he did Sultan claimed that he persisted in his studying. It seemed that his sense of self-identity has contributed to this, for Sultan

saw himself as a very patient person. He emphasised that throughout the interview by providing stories about his patience:

“S: Look...about myself...I’m patient...patient...patient...but what...I’ll give examples of my patience...some people drive their families to the market...they stay there for four to five hours...you don’t want this...I sit in the car waiting for them without any problem...you know...this way of living I apply it to my study” (L445-48)

In addition to his use of these skills in self-regulation, Sultan appreciated the directions given to him by his teachers. He thought that these directions are important and had contributed to his good mark in the translation course:

“I: Ok, how helpful were these suggestions useful?

S: Yes, they are very useful...to the extent that I got an A in translation...at least a B+...I’ve not got an A in all my study since the elementary school except in translation...this is what I can say to you...” (L533-36)

Good Teaching

Sultan expressed his dislike of teaching which involves rote memorisation. A good teacher in Sultan’s perspective is the one who creates an authentic experience of translation for the students. He allows them to use the dictionaries, choose whatever they want to translate and give them some space to make mistakes. Good teachers understand the personalities of the students and make things easy for them:

“S: First of all we have some restrictions in the past, which he thought are not acceptable...you can use a dictionary, why? because when you become a professional translator...professional translators don’t translate without reference books...so there are no problems...he gave us a space to translate whatever we want to translate...he gave us a space to make mistakes...he never said no, we don’t have this except when you submit it formally...then he said this is right and this is wrong...correct this...do you all agree...and so on...” (875-81)

Summary

It seemed that Sultan has a personal intrinsic interest in the translation. However the extrinsic interest seemed to be stronger than the intrinsic one. There was, for example, parental pressure on him to do a bachelor degree. In fact his father suggested this course for him. Also his aunt seemed to influence his choice as well, for she already works as a teacher of English language. It appeared that in the class the most important thing for him was to prove to the teacher his ability in the translation. He expressed his concern about performing better than the rest of the students in the class which seemed to him more important than getting a high mark. Also there was an element of vocational interest in Sultan's choice of the translation course. This kind of vocational interest is combined with a high social status in the community. This was expressed by Sultan's dream of being the personal interpreter for the King; which combines both a good job and a prestigious status.

When it comes to the translation task, Sultan seemed to follow a deep approach in performing that task. Sultan claimed that he is using different kinds of self-regulatory skills. He, for example, translated materials that are not required in the course. Also he evaluated his own translation and persisted in his studies. At the same time, Sultan appreciated all kinds of external regulation he got from his teacher. He expressed his appreciation to the directions given to him about how to translate, and the feedback on his translation. Finally Sultan expressed his dislike of the teaching which involved rote memorisation. It seemed that Sultan preferred teaching that involved understanding of the personalities of the students and giving them some element of choice on what to translate. Also good teaching for him should provide the students with a more authentic experience of translation by allowing dictionaries.

6.5. Conclusion

In this chapter, holistic accounts of how students go about their learning in translation studies in the three institutions were presented. The aim was to complement the findings presented in the previous chapter by providing more details about the students' experience. These six case studies were chosen to reveal some of the variations within and across the two approaches to studying identified in the previous chapters which also reflect the complexity of students' learning. They also show that students can have a mixture of motivations, and regulation strategies. The following chapter discusses the implications of these findings.

Chapter 7

Discussion

7.1. Introduction

In this chapter, I will look at the implications of the findings on three interrelated levels. First, I will look at the conceptual and methodological implications from the quantitative data; then I will examine the conceptual and methodological implications from the qualitative data; finally, some practical considerations will be presented. The chapter will end with some comments on the limitations of the study and suggestions for further research.

7.2. Conceptual and methodological implications from the quantitative data

Saudi Arabia Inventory of Learning Styles (SAILS)

As chapter three indicated, students' regulation of their own learning was investigated through the use of an adapted version of Vermunt's influential Inventory of Learning Styles (ILS). Although used in different countries, there was no Arabic version, so the questionnaire was adapted to suit the Saudi Translation Studies context as described in chapter three, using only one scale of the questionnaire, the regulation scale. This Arabic version of the ILS was called SAILS, and can be found in Appendix B. Therefore, one of the contributions of the present study is the SAILS as a resource for not only Saudi Arabia but also Arabic higher education institutions in all of the Arab countries.

The analysis of the SAILS data indicated that there were three different factors describing levels of regulation of the learning process; self-regulation which was characterised by the students taking over the regulatory process from their teacher,

external regulation which was characterised by the students being regulated by external sources such as the teachers or the textbook, and the lack of regulation where the students failed to take over the regulatory process and were not regulated by any external sources. This confirms the structures identified in the literature on the ILS (Vermunt 1998; Boyle et al 2003). Vermunt (1998) found the same components and concluded that the main distinguishing feature is the dichotomy of internal versus external control of the learning processes. Research in the UK by Boyle et al (2003) identified three scales of regulation, confirming what Vermunt has found in his study. In Saudi Arabia, Al-Kadri (2008) has administered the ILS to 17 medical students in their third and fourth year. She found the three scales of regulation and - like Vermunt - concluded that the main distinguishing feature was the internal versus the external control over the regulation processes. Although the sample of her study was very small, yet it confirmed what is already in the literature. The present study has a larger sample than that of Al-Kadri's and confirmed the structure of the three scales of regulation. Moreover, the findings of the present study mirror findings of other studies using ILS in other contexts, which offer valuable cross-cultural validation of the ILS and the concepts that it addresses.

Differences across years of study

The variations in the regulation across the different years of study within the institutions were investigated. The present study followed a cross-sectional design which means different groups of students were investigated across different years of study at the same time. The results showed no significant overall trend across years of study. Non-parametric tests were conducted to detect any differences between year groups. Although, in some cases, there were some statistically significant differences, such as the differences between the third and the fourth year in the scale of external regulation in institution B, there was no overall trend among the students across years of study. In general, therefore, what came out of this study showed no significant trends in the degree of self-regulation between the students in the first year and the students in the subsequent years. This seemed to correspond to other studies that follow the same research design. For example, in a cross-sectional study,

Busato et al (1998) studied the learning styles of students across different years of studies. They concluded that there was no systematic relationship between learning styles and years of studies, and consequently there were no discernible relationships between the students' use of the regulation strategies and their years of studies.

However, other research designs seemed to suggest a different view. In a longitudinal study reported in the same paper, Busato et al (1998) found that the meaning-directed and application-directed learning style scores had increased over the years. The students in that sample demonstrated a move towards a more meaning-directed learning style over a period of two years rather than one year. Although self-regulation is part of the meaning-directed learning styles, unfortunately, Busato et al did not give details about the scores of the components of these learning styles, and only gave the overall scores of each style. In another study, Vermetten et al (1999b) conducted a longitudinal study with 276 students in their first and third semesters in four university departments. They concluded that the students showed a significant increase on the self-regulation scale over the period surveyed.

From the studies reported above, a possible interpretation of the results of the present study could be that this study did not detect any significant differences among students on the regulation scales across years of studies *not* because there were no significant differences among them but because of a limitation of the research design itself. One might argue that if this study had followed a longitudinal research design rather than a cross-sectional one, it might have detected differences among the students in their regulation of the learning process.

Another explanation is put forward by Busato et al (1998). They explained that one of the reasons for absence of systematic differences in the learning styles is that the ILS was not especially designed for the later years of higher education. They gave examples of the absence of items in the inventory which are concerned with later years of studies at universities, such as asking about the literature review or projects, or other items which are related to research methodology (Busato et al 1998), which is exactly the same situation in Saudi higher education institutions. A third possibility is that students in the later years of study may interpret the items

differently than students in the first year. Thus, for example, more experienced students may have a much better understanding of what it takes to self-regulate well and therefore may rate themselves more negatively because they are comparing themselves against a higher internal standard. However, both of these two explanations seemed to be weakened by the fact that other researchers using the ILS have detected some differences across years of study.

Differences across institutions

In addition to examining differences across years of study, we can also look for differences across the institutions surveyed in students' regulation of the learning process. An investigation of the scores on the three regulation scales across the three different institutions revealed no significant differences among them. This does not correspond to other studies investigating the same notion (Lonka & Lindblom-Ylänne 1996; Vermetten et al 1999a). Lonka and Lindblom-Ylänne (1996), for example, conducted a study on two different groups of Finnish students; medical students and psychology students. They have found that the Finnish medical students' learning was more externally regulated than the learning of Finnish psychology students. Effectively these are two different contexts, and the ILS discriminated between them. Also Vermetten et al (1999a) studied the stability and variability of learning strategies between two successive groups of students who were each taking four different law courses in the second semester of their first year at the university. The results of this study suggested that the processing and regulation strategies might depend on the context, while the mental model and the learning orientations were relatively stable (Richardson 2000). Two of the courses seemed to call for more use of almost all processing and regulation strategies. These two courses were characterised by the teachers' use of more practical examples in both instruction and assessment, and vivid learning content (Vermetten et al 1999a).

Does this mean the Saudi higher education institutions, as learning environments, are similar in the way they handle the regulation process? It is not possible to make such a claim based on the present study alone. Yet it is not uncommon to read some

articles by academics in the daily newspapers in Saudi Arabia describing the universities in Saudi Arabia as “schools” and “high schools” where the job of the teacher is to “convey” the knowledge to the students rather than “enabling the students” to discover by themselves (Alnaiem 2003, 2005,2007; Alissa 2011; Al-Qahtani 2006). In a book about the identity of the higher education in Saudi Arabia, a former president of a private university in Saudi Arabia claimed that there are no differences among the Saudi universities in their structures, regulations, departments, and even practices (Alissa 2011). It is important to note that these views are not based on sound research about the Saudi higher education.

Another possibility for the absence of any differences in students’ regulations among the investigated institutions is that the Saudi higher education institutions do differ as contexts but the SAILS as a research instrument did not capture any differences. However, in the absence of sound research that investigated such issues across a wider range of subject areas and institutions than the present study, it is not feasible to endorse any of these views at the present time. This does, nevertheless, emphasise the urgent need for research investigating all different aspects of the Saudi higher education in general at this historic time.

Although the findings reviewed up to this point help in part to address research question two, i.e. to what extent self-regulated learning is important for this group of learners, there is further relevant data of a qualitative kind which also needs to be reviewed in answering this research question, and those data are considered below.

7.3. Conceptual and methodological implications from the qualitative data

Approaches to studying in TS

What was drawn out from the qualitative data was an overview of approaches to studying in translation studies in the Saudi context, with a focus on the regulation involved in those approaches. Two qualitatively different approaches were identified

from the interviews with the students; a deep self-regulated approach, and a surface unregulated approach to studying translation. As mentioned in the research design chapter the definition of the approach used in the present study is that an approach consists of an intention, cognitive strategies, and regulatory strategies. These approaches are not inherent characteristics of students, but could rather be seen as analytical categories describing the students' relative preferences for particular approaches in specific contexts (Entwistle 2000). These two approaches seemed to fit well with the very well established dichotomy of deep/surface approaches.

An important issue needs to be addressed here. As shown in chapter three the definition of deep approach includes the dimension of self-regulation. The relationship between these two has been indicated in many research projects (Vermunt & van Rijswijk, 1988; Lonka & Lindblom-Ylänne, 1996; Rozendaal, Minnaert & Boekaerts, 2005). On the other hand, the definition of surface approach is combined with lack of regulation rather than external regulation which was the connection made in the previous literature. One of the reasons behind this decision of including lack of regulation rather than external regulation within the surface approach was that the relationship between surface approach and external regulation is not as strong as the relationship between deep approach and self-regulation (Entwistle 2001).

Furthermore, self-regulation and external regulation are not seen as extreme poles on one dimension or a mirror to each other, for both of them indicate the presence of a control over the learning process (Vermetten, Lodewijks, and Vermunt 1999). On the other hand, the lack of regulation indicates problems in regulating the learning process and therefore is seen as the opposite of both the self-regulation and external regulation. So a decision was made to combine the lack of regulation with the surface approach since the aim of the present study is to identify the undesired learning approach so it can be avoided. This is further supported by the fact the almost all of the interviewees have asked for some kinds of external regulation which means that external regulation could be combined with both the deep and surface approaches depending on the contexts and the volume of external regulation needed to help students move towards more self-regulated learning.

A general picture was constructed to help in understanding how the participating students went about their studying. More specifically, students who adopted the deep self-regulated approach seemed to have two kinds of intention; the first one was an intention to understand the text before translating it, and the second one was considering the communicative aspect of the text. The students then performed certain kinds of recursive reading to help them analyse and understand the text. In the next step, the students worked on transferring the text into the new language across different levels such as word level, sentence level, and text level. After transmitting the text into the new language, the students performed a self-evaluation of their own translations. To make this evaluation possible, they had to develop a concept of what constituted quality in translation (Sadler 1989). Students who adopted this approach in their study seemed to be willing to experiment with new learning methods and claimed to have diverse strategies for seeking help. In addition, they were more persistent in studying, and they were willing to do more than was expected of them in a certain course.

In the surface unregulated approach, by contrast, the students' intention seemed to be mainly to cope minimally with the translation task. When approaching the translation task, they scanned text for keywords instead of reading for understanding. Moreover, they seemed to work on one level of the text; such as the word or sentence level. Another characteristic of this approach is that the students who adopted it appeared to be lacking in their grasp of the qualities or standards against which to evaluate their own translations, which made it impossible for them to perform this kind of self-evaluation. When it came to seeking help, students who adopted this approach seemed to have limited strategies for seeking help, and struggled to study.

What came out of the present study confirms what emerged from the literature (see chapter two) about the basic assumptions of the qualitative differences between the deep and the surface approach (see for example Marton & Säljö 2005; Ramsden 2003). Moreover, these findings confirm what came out of the literature on the process of translation. Many scholars have highlighted the importance of understanding the source text before carrying out the translation process (see for example Aly 2004; Elamin 2008; Elias 1992 ; Hamidi 2007;Safi 1992). As for the

intention to consider the communicative aspect of the translation, this seemed to resemble the well known communicative translation approach which was first introduced by the pioneering scholar Newmark (1981, 1988). On the other hand, the intention to cope minimally with the translation task, which characterises the surface unregulated approach in the present study, parallels the essence of the surface approach in the literature (Ramsden 2003).

As for the cognitive processing strategies, the deep self-regulated approach is characterised by strategies that help in achieving the desired understanding; these include strategies like reading the text many times to facilitate comprehension, and working on different levels of the texts be it word, sentence, or paragraph levels. On the other hand, the surface unregulated approach is characterised by minimal coping strategies like scanning for keywords instead of reading for understanding, and working on one level of the text as opposed to working on the different levels. These findings are in line with what came out of the translation studies literature. Aly (2000) for example, described how the students in his studies went through the translation task. He explained that they read the whole sentence (since his experiment was on the translation of sentences rather than texts), and then they read word by word to enhance the comprehension. As for the other activity; i.e. working on different levels of the text, many scholars of translation studies have emphasised the importance of this and went further to try to differentiate levels of analysis. Elias (1992) for example gave five different levels of analysis; the semantic analysis, the structural analysis, the stylistic analysis, the logical analysis, and the text analysis. It seemed from the present study that the students have basic classification for the analysis of the text. However, this does not mean that they did not operate on different types of text analysis; it might simply mean that they were not able to articulate these types of level as proposed by translation scholars.

On the regulatory aspects, the deep self-regulated approach is characterised by the ability of students to self-evaluate their own translations. Some scholars of translation have indicated this as one of the main stages in the translation process. Delisle (1982) and Elias (1992) for example put *verification* and *self-revision* respectively, as the last stage of the translation process in their models. In both cases,

it meant self-evaluation. However, in order for the students to perform the self-evaluation process, they first have to establish a concept of what constitutes quality in translation.

Another characteristic of the regulatory aspects of the deep self-regulated approach is that those who adopted it expressed a willingness to experiment with new learning methods. In the interviews, some of the students explained that they have tried new learning methods not introduced by their teachers. They have affirmed the value of this method for the quality of their translation. Moreover, this approach is characterised by the students' use of diverse strategies for seeking help.

A further important self-regulatory characteristic of the deep approach in translation studies is that those who adopted it claimed to be persistent in studying until they achieved what they were aiming at from performing the task. On the other hand, students who adopted the surface approach seemed to be struggling to study. It seemed as if they lacked the motivation to keep going.

Moreover, adopters of the deep self-regulated approach in translation studies reported doing more than expected to do in a course. In addition to the required translation, for example, they, reported translating some texts which were not related to their studies in an attempt to improve their skills in translation. On the other hand, those who adopted a surface approach reported doing the minimum effort to pass in the translation course. It seemed that they were not willing to invest more in time and effort to improve their skills.

Using a different research method to explore how the students go about their studying seemed to reveal a similar picture. In a study done on students of translation in Benha faculty of education, Egypt, Aly (2004) described how the students went about their translation using thinking-aloud protocols (TAPs). The students read the sentence, aiming for understanding; then they read it again word by word; and then they identified any problem in the sentence. In the next step, they solved the problem, and finally they proofread their translation.

The students' intentions and goals for undertaking higher study in translation studies were investigated through the interviews. Most of the students interviewed reported having a mixture of orientations. Different types of orientations have been suggested by the Western literature; personally, certificate, self-test, vocation, and ambivalent oriented (Vermunt 1998). Other studies found only four; academic, personal, vocational, and social orientation (Beatty et al 1997; McCune 2000, Rui 2006), each type being further divided into intrinsic and extrinsic variations. Apart from the extrinsic variant of both personal and social orientations, all of the other types of orientations as suggested by the literature were found in the interviews from the present study. However, what these orientations exactly mean might be a little different from what is suggested in the literature.

By far the most frequent type of orientation mentioned by the participants was the academic intrinsic orientation. This was often represented by an interest in either the English language or the translation. It might be a surprise that the academic orientation was mentioned as a main reason for undertaking this course rather than the vocational orientations. Because of all of the debate about the importance of the vocational aspect of the university degree in Saudi Arabia, one would assume that it would be the first criterion for any student joining the higher education system. It seemed that people in Saudi Arabia perceived a university degree as a means to get a job. Therefore, if the degree is not popular in the job market, then it will not attract many students. Even those who are engaged in the higher education system called for a focus on what is economically important and scrapping any degree that the job market does not need. In some universities, certain departments were closed based on this view. An example of this is departments of geography and history. In addition, most of the new universities did not include these departments. An explanation for the high frequency of the academic orientation could be that students in these departments perceived English to be intrinsically interesting and that earlier parts of the educational system, and the admission tests, have filtered out the students who were not intrinsically interested. However, in order to verify this, other studies need to be done with students in other subject areas.

A less frequent type of orientation was the personal intrinsic orientation. What is more interesting is the lack of the extrinsic personal and social orientations. As for the personal orientation, it seemed from the literature this kind of orientation could be found with mature or adult students more than with younger students (See for example Taylor et al 1981; Richardson 2000). Saudi universities, according to their admission conditions, only accept students within three years, and in some cases five years, of their graduation from high school. Therefore, it is not surprising to find the personal intrinsic variation with only few of the interviewees, and not to find the extrinsic form with any of the interviewees taking into consideration the young age range of the students in these institutions.

As for the absence of the extrinsic social orientation, this could be a direct result of the lack of organized social activities in the Saudi universities. There are, for example, no students unions in the Saudi universities. The only organized activity is through something called *Al-Jawalah* which is very similar to the Scouts for youth. However, their activities are very limited. Although most of the universities offer on-campus accommodation, the organized social activities are very weak. This social life at Saudi universities has been criticised by many commentators on Saudi higher education (See for example Alissa 2011, Al-Qahtani 2006). In his book, Alissa (2011) wrote a section entitled "*Inside the university campus: Why do our students hate their universities?*" in which he described the lifestyle inside the university campus in Saudi Arabia. He argued that because of the regulation of the Ministry of Higher Education in Saudi Arabia, all of the Saudi universities are similar; therefore his description of the life style inside the university campus would be equally applicable to all of the Saudi universities. He concluded this section by giving a picture of the contrast in campus life during the early hours of the day where the campus is full of life, and the life after sunset where the campus is deserted except for security staff (Alissa 2011). In a study of the students' activities in a Saudi university, Alsubaie (2005) found that the percentage of students who were not involved in any students' activities in the university reaches up to 93.6 % of the participants in his study. Therefore, it is not surprising not to find the extrinsic social orientations among the participants in the present study.

On the other hand, quite a few students expressed intrinsic social orientations as one of their main reasons to join the university. Typical examples of these orientations are society's needs for translators in different areas, especially at this crucial time where the world becomes like a global village.

These findings speak to research question one; i.e. What makes for effective approaches to learning in translation studies from the perspectives of students? However, what came out was more than an answer to this question. We can see, for example, that there are a number of complex elements in what makes for effective approaches to learning in translation studies. And in order to understand the approaches students take, we also need to look at self-regulation, orientations to education, and TLEs in translation studies.

TLEs in translation studies:

The Teaching-Learning Environments (TLEs) as perceived by the students were investigated through the interviews with the participants. What came out of this investigation seemed to confirm what is already known in the literature (Entwistle 2003; Rui 2006). Three main aspects were very commonly perceived by the students to be important. These are course characteristics, classroom teaching, and feedback and assessment. As for the course characteristics, the students seemed to be concerned about the workload being too much in some settings, or too little in others. When the workload was perceived as excessive, the students seemed to adopt a surface approach. In this regard, this confirms what came out of the literature (Prosser & Trigwell 1999; Ramsden 2003). In another setting, some of the interviewed students complained of not having homework at all; at the same time there appeared to be no effort on the students' part to compensate for this.

Another aspect of the course characteristics is the quality of course content. Some of the participant students seemed to be worried about the quality of course content. They expressed their worries that some of the courses were either not related to their

major or not useful to them. It is striking that when they gave examples of these courses, it seemed that these course were typically core courses required by the university. Thus they are not required by their department only, but by all departments. It seemed that the students did not see the relationship of these courses to their degree. These results seemed to echo the results of an earlier study done by Al-Faifi (2000). Using a questionnaire, he asked students about their perceptions of the taught texts; more than two thirds of the participants in his study believed that these taught texts either were not relevant or had a weak relevance to their future job. Moreover course contents are decided by the teachers who teach them, therefore the content of the course might change as a result of changes in the teachers who teach them. This created a situation where students believed that some of the core courses were important, yet they were perceived by interviewees as not useful because of their content at that time of being taught.

The other aspect of the TLEs which the interviewed students mentioned was the classroom teaching aspect. This could be further classified into two themes: affective and operational aspects of the classroom teaching. What came out of the interviews regarding the affective aspect of the classroom teaching are two issues. The first one is the approachability and helpfulness of the teacher. About one-third of the students claimed that they are unable to reach the teachers whenever they needed them. This, in some cases, caused frustration to the students which might affect their willingness to put more efforts into their studies. The other issue which most of the students commented on is the treatment they received from their teachers. Clearly, this was a big issue for the students. Some of them have commented positively, i.e. claimed to receive good treatment from their teacher. Others commented very negatively about the teachers. When asked about what constitutes good teaching from their point of view, the vast majority of those interviewed put treating students well as a major characteristic of a good teacher. From the interviews, good treatment appeared to mean listening to the students, and dealing with them respectfully, i.e. dealing with them as peers or colleagues rather than as a relationship akin to that between a master and a pupil.

On the other sub-theme, that is the operational aspect, students' comments focused on three issues: the strategies used for teaching translation, teacher's expertise in translation studies, and guidance on how to translate. A large number of interviewees complained about the teachers' lack of strategies for teaching translation. This seemed to confirm the results of Al-Faifi's study (2000). He asked both the students and the teachers if the translation teaching methods are suitable or not; two thirds of the surveyed students claimed that they are not suitable. As for the surveyed teachers, only a little more than a third of them believed the teaching methods are suitable (Al-Faifi 2000). On the other hand, some of the interviewed students, in the present study, praised teachers who used new teaching strategies. Another issue mentioned by the participants is the teachers' expertise in translation studies. Some of the interviewees claimed that the majority of those who taught them translation courses did not have enough experience in the teaching of translation. This view seemed to be more than the mere perceptions of students. In a study about the teaching of translation at undergraduate level in Saudi Arabia, Al-Faifi (2000) surveyed the teachers of translation in one of the Saudi universities. He asked them if they have worked as professional translators, or consistently practised translation; 90.9 % said no and the rest refused to answer this question. Whether this is the norm or the exception is open to question in the absence of sound research investigating such matters.

A third issue which came up here as well is the guidance on how to translate. The majority of the interviewees claimed that they were not taught how to translate, which, in some extreme cases, was claimed as the cause of the failure of the majority of the class in that particular course. This seemed to resemble some of Al-Faifi's results. He asked students whether the teacher analysed the texts to be translated in the class, which is considered as part of the guidance the teacher supposed to provide, the vast majority of the participants said no (97.2%), and the rest refused to answer this question (Al-Faifi 2000).

The third aspect that the interviewed students emphasised is the feedback on and assessment of the translation. Two particular sub-themes came up a lot in the interviews; the first one is that many of the students claimed that there was no

feedback at all or that the feedback was not particularly useful for them. This lack of feedback seemed to confirm what came out of Al-Faifi's study when the student complained about not receiving feedback from their teachers (Al-Faifi 2000). The other sub-theme was that some of the students believed the assessment was not fair. They explained that they were not allowed to make use of any dictionary during the exam. They explained that even in real life situation, they cannot work without dictionaries, and therefore there were no grounds for not allowing the dictionaries. There seemed to be a lack of understanding, on the students' part about the purpose of the assessment. However, 'open-book exams' are often used in the qualifying exam of professional translation bodies such as the American Translator's Association (ATA 2009), and the Chartered Institute of Linguistics (IoL 2011).

Before concluding this section on the qualitative study, a final thought about interviews as a data collection in the Saudi context is presented here. The use of the interviews gave us a rich picture about how the Saudi students in that particular context learn. Before conducting the interviews, there was a concern that the students would not be used to being interviewed. Therefore, extra care was taken when the students were approached. It was made clear to them from the beginning that participation is voluntary, and they are actually doing a favour for the researcher by participating in the interviews. The emphasis on the idea of helping the researcher by participating in the interviews seemed to work very well with them, and by the end of the interviews they almost always offered if they could be of any further help. The interviews were conducted in the institution premises. At the beginning of the interviews some of them seemed very cautious and as the interview went on they became more relaxed and opened up. By the end of the interviews some of them commented on the fact that the researcher was the first person who listened to them and gave them a space to talk freely about their studies, and they seemed to appreciate that.

The most important issue for the students was to assure them about the confidentiality of the data. It seemed that establishing rapport and gaining the interviewees' trust was made easy by the fact that I share the same cultural background and understand the degree the students are taking. This was evident from

the fact that they kept asking me about my own experience in studying a similar degree. Therefore, the interviewees felt I understand their experiences and worries, which seemed to encourage them to talk freely about their experiences.

These findings provide answers to research question three; i.e. what aspects of the teaching learning environments in translation studies, as perceived by these students, seemed to help and hinder students' learning?. Before moving on to discuss the implications from a practical perspective, a discussion examining the combination of the results from both the quantitative and the qualitative study is presented below.

Combining the quantitative and the qualitative study

Combining the quantitative and qualitative study gives us a fuller picture. In a sense, they complement each other. The quantitative study has detected the presence of three types of regulations; self-regulation, external regulation, and lack of regulation. The qualitative study provides details about the regulation strategies found among the interviewees in this specific context. For example, the quantitative study detected the presence of the self-regulation scale, while the qualitative study indicated that this scale in this specific context could include strategies like self-evaluation, experimenting with new learning methods, having varied strategies for seeking help, doing more than expected to do in a course, and persistence in studying. Similarly, the quantitative study found the presence of an external regulation scale, while the qualitative study provides more details about the meaning of this scale, from the interviewees' perceptions in this specific context, which include strategies like providing guidance on how to translate, and providing feedback for the students on their performance.

The lack of regulation scale was detected by the quantitative study, and the qualitative study provides us with a more detailed picture about the meaning of this scale in this context from the perceptions' of the interviewees. This scale could include some elements such as lack of quality or standards against which to translate, lack of ability to self-evaluate, limited strategies for seeking help, struggle to study,

and putting in the minimum efforts. So the picture of the regulation scales which as identified by the quantitative study, was complemented by the qualitative study.

On the other hand, both the quantitative and the qualitative studies revealed no significant differences in the regulation across institutions and years of studies among participants of the present study.

7.4. Implications from a practical perspective

One of the most important aims of this study is to provide suggestions that could contribute to the improvement of the teaching and learning in the degree programmes. The findings of the present study provided a rich picture of both how the students in these programmes learned and regulated their learning. These findings contain very important practical implications at both the individual and degree programme levels. The pedagogical implication of these findings is that a deep self-regulated approach could be more actively encouraged if some changes are made to improve the TLEs (Prosser & Trigwell 1999). Table 7.1 provide some suggestions for reforming the TLEs based on what the students saw as shortcomings in the TLEs.

Table 7.1 Suggestions for reforming the TLEs

Aspect	Suggestions at the level of individual teachers	Suggestions at the course or program level
Quality of course content	<ul style="list-style-type: none"> - Using authentic materials. - Using up to date materials. 	<ul style="list-style-type: none"> - Checking the alignment of the course content with course objectives. - Aligning all the courses in the programme so the students could see the relationship among them. - Aligning programmes with authentic practice of translators
Workload	<ul style="list-style-type: none"> - Checking with the students to make sure the workload is acceptable. - Checking the workload of other courses in the same level to make sure they all fit together. 	<ul style="list-style-type: none"> - Establishing broad guidelines on curriculum and workload for the teachers of individual courses.
Affective aspect of classroom teaching	<ul style="list-style-type: none"> - Establishing reliable communication methods with students. - Treating students as if they were colleagues. - Listening to the students. - Establishing informal meetings with the students. 	<ul style="list-style-type: none"> - Encouraging teachers to establish an effective communication system with the students.
Operational aspects of classroom teaching	<ul style="list-style-type: none"> - Updating one's skills in teaching translation. - Sharing the teaching experience with other colleagues. - Attending some courses on teaching at university level. - Getting feedback from your students about your teaching. - Giving the students more explicit guidance on how to translate. 	<ul style="list-style-type: none"> - Encouraging the teachers to attend some professional courses/certificate on how to teach in higher education. - Encouraging teachers to get feedback on their teaching from their students by providing them with tools to facilitate such feedback. - Establishing relationships with similar programs nationally and internationally.
Lack of feedback.	<ul style="list-style-type: none"> - Providing useful feedback for the students. - Updating one's skills in translation feedback. 	<ul style="list-style-type: none"> - Providing guidelines for the teachers on how to provide useful feedback.
Fairness of the assessment.	<ul style="list-style-type: none"> - Aligning the assessment with the teaching. - Imitating a real life experience. - Using diverse methods of assessment. 	<ul style="list-style-type: none"> - Providing guidelines from teachers on the assessment. - Making sure the assessment is close to what is happening in real life.

There are additional practical issues worth highlighting here for the following groups: students, teachers, and institutions.

Practical implications for students

University students should be aware that they are expected to take progressively greater responsibility for the regulation of their learning from external agents. Realising this aim might encourage them to look for ways to develop their study and regulation skills. As for the students of translation studies, it is hoped that by providing detailed descriptions about the deep self-regulated approach in the discipline, they will be more aware of this, and try to adopt this approach in their study. At the same time, they will recognise the surface unregulated approach and try to avoid it. Moreover, students should be informed about the help available to them, whether inside or outside the university. What came out of the present study showed that a significant number of participants used limited strategies for seeking help. By raising the awareness of the students about the available help, it is hoped they will be encouraged to make use of it.

Practical implications for teachers

The most comprehensive improvement in the teaching of translation studies would be to adopt a process-instruction approach (Vermunt 1995, 2002; Bolhuis 2003). By doing so, the subject matter is combined with the skills of self-regulated learning. This would give students enough opportunities to apply the self-regulation skills to this specific context. The aim should be explicit; developing self-regulation in learners by providing scaffolding through congruence and constructive friction over the years. In the final year, students should be able to use most of the regulatory skills independently. It is worth noting here that a trend has emerged in Saudi Arabia in recent years; more and more universities are introducing an introductory year to prepare students for university study. Most of these programmes are only for students who intend to join natural science departments. Therefore, the focus of these programmes are usually on Mathematics, English language, computing, and general study skills. However, if these programmes focus more on teaching students to improve their skills in self-regulated learning in general at this stage, then they would be compatible with the application of the process-instruction approach when they moved into the academic department. This could apply not only to translation studies departments, but to all of the

academic department, which will no doubt contribute to achieving the aim of the universities of preparing students to be self-regulated learners. Another important issue worth commenting on here, is that when it comes to teaching self-regulation, teachers should have another role as well, they should consider themselves learners, and aim at improving themselves on this front.

Moreover, by providing rich descriptions of students' approaches to their studies in translation, teacher can encourage students to adopt the desired approach; i.e. the deep self-regulated approach, and avoid the undesired one. They can, for example, explore the intentions of the students in doing the translation task, to make sure they are aligned with the purpose of the task. Moreover, teachers should pay attention to the cognitive processing activities when doing the translation task. They can model these activities, so students can see these activities working in the context. Then they can stimulate students to use these activities in the class, before using them on their own. As for the regulation skills dimension, teachers can explain these skills to their students to raise their awareness about them. After that, they can encourage students to use them. They also need to provide students with constructive feedback on their progress not only on the product but on the process of translation as well. They should encourage students to seek help, and use an effective system of communication between them and the students, so students' needs are met. A number of participants commented on not seeking help from the teacher because they believed the teachers did not like this. Another point is that the assessment, as emphasised by Biggs (2003), should be aligned to the teaching and intended outcomes of the course. Again, a significant number of interviewees considered this as an issue for them. They claimed that the assessment had no relation to what they had been taught. As for the TLEs, teachers should aim at creating an environment that is as close to the authentic environment of professional translators as possible.

Practical implications for the institutions

At the institutional level too, there should be an emphasis on equipping students to become self-regulated learners. This could be done by implementing the teaching of self-regulation in the introductory year, and then different academic departments could build on that. In addition, institutions should make sure that the programmes meet the quality standards of the

institutions. Monitoring and review of the programmes are essential to ensure that the quality of teaching and learning meets institutional standards and there should be a balance between regular monitoring and periodical review so there is a continuous cycle (QAA 2006).

There is a role here for evaluation; and it seems that it is not a routine for the teachers to ask the students how the course went, nor it is a requirement by any university in the Saudi higher education, to the best of my knowledge. Institutions could make use of the feedback they receive from students about the teaching in helping them to identify potential areas for development. Then they can plan some training and developmental courses that could contribute to meeting their quality standards. Therefore, there should be clear institutional procedures regarding the role of students in the evaluation of the teachers. In the UK, for example, the Quality Assurance Agency set out guidelines about the learning and teaching, which include giving students proper opportunities to provide formal feedback on their experience (QAA 2011).

Moreover, institutions should provide opportunities for staff training and development. Programmes concerned with learning to teach in higher education are very crucial in this respect. Providing opportunities for development and encouraging teachers to make use of these opportunities will be very fruitful for the experience of both teachers and students in Saudi higher education. Unfortunately, most of the staff in the Saudi higher education, though they are expert in their field of studies, lack the proper training in how to teach. This means that their considerable expertise is not fully capitalised upon. Moreover, training in general study skills should be available to students.

These practical implications provide answers to research question four (What would be the implications of such findings for the enhancement of effective teaching and learning in translation studies?).

7.5. Limitations and suggestions for further studies

This study is based on the Student Learning Research (SLR) tradition. Although there are different aspects identified in the SLR as influential on the quality of students' learning, only four factors were examined in the present study. These four factors are; self-regulation, approaches to studying, TLEs, and learning orientations. It is important to note that these four

aspects were examined from the students' perspectives only. Although the original research design included some aspects from the teachers' points of views, this proved to be very problematic, and the idea was abandoned.

Another important issue to note here is that the present study was carried out on students doing courses in translation studies in three contrasting higher education institutions in Saudi Arabia. This means that if students from other subject areas and/or higher education institutions were involved, the results might show a different picture.

Although the present study had attempted to contribute to constructing a picture about how the Saudi students learn in a specific context, this is by far still an uncharted area, and more studies on Saudi students in different disciplines are needed. This is particularly important at this period of time when the Saudi Higher Education is going through a huge and rapid expansion. Most of the discussions about the higher education system in Saudi Arabia in general are not sufficiently based on sound research. This further emphasises the urgent need for research investigating all aspects of the Saudi higher education in general at this historic time. In this regard, a very ambitious project called Aafaq "*Horizons*" was launched by the Ministry of Higher Education in 2005. The aim of this project is to prepare "a futuristic and effective plan to achieve a first-class higher education system that will satisfy the coming twenty-five years" in Saudi Arabia (Aafaq 2005). This project is intended to produce progressive five-year plans, and set of studies were intended to be conducted dealing with the so-called Track studies: "*The tracks include a variety of issues that will relate and affect the higher education system. Other studies focus on the technical and critical concerns of the system that include education sectors, styles and technologies. An important segment of the plan shall be concerned with specialized issues such as faculty, students, and IT*" (Aafaq 2005). The project seemed to get a lot of praise from those who are interested in this issue and a huge budget was allocated to this project alone. However after two years of publicity, the ministry of higher education did not mention this project anymore, nor there were any publication for the plans or the intended studies (Alissa 2011). Even the project website did not receive any update, and it seemed as if this ambitious project was not completed.

Moreover, studies are needed to investigate explicitly the relationship between the different aspects identified in the present study. The relationship, for example, between the approaches to studying and the orientation to education, and effect of the TLE on the approaches to studying need to be rigorously examined in the Saudi contexts. Further, investigation of other

aspects identified in the literature of SLR are needed to give a more comprehensive picture about the Saudi students' learning.

Student's beliefs about knowledge and learning, for example, comprise one of the important aspects of SLR which need to be investigated in the Saudi context. Issues such as how students perceive their roles in the learning process (Vermunt 1998), the nature of learning (Säljö 1979, 1982), and their reflections on the nature of knowledge and learning (Baxter Magolda 1992), to the best of my knowledge, have never been investigated in the Saudi context. This might prove to be important taking into consideration the role of knowledge in this particular culture as discussed in the first chapter. In addition, one of the key contributions of the present study is the development of the SAILS inventory. However, further research is needed to enhance the SAILS questionnaire with students in different disciplines and different institutions.

Another important issue worth highlighting here is that the participation of this study was restricted to male participants. This choice was made for purely pragmatic reasons. The education system in Saudi Arabia is single sex education. As explained earlier in chapter three, it is very difficult for a male researcher to have access to female students or staff. It would be very interesting to investigate how the Saudi female students go about their studies.

7.6. Conclusion

In this chapter some conceptual and methodological implications of the findings of the present study were discussed, then the implications of the findings on the practical level were presented. Next, a discussion of the limitations and suggestions for further research was presented.

It is hoped that the presented study will prove to be valuable to different groups of people. The descriptions of the deep, self-regulated approach and the surface-unregulated approach in translation studies may be of value to people interested in translation education. By providing such rich descriptions, educators are called upon to encourage and support translation studies students to adopt the deep, self-regulated approach. Moreover, these descriptions of the approaches give the stakeholders in the Saudi Higher education system an idea of how this group of students go about their learning.

One of the major contributions of this study is the SAILS. For the first time, researchers in Saudi Arabia and in Arabic speaking countries as well, can use a tool to investigate the regulation of the learning activities with all of the Arab-speaking students. Moreover, it was clear from the present study that there was no observable progress over the years in the students' level in self-regulation within the three participating institutions. Therefore, stakeholders in the Saudi higher education system need to address this issue.

Another important contribution of this study is the description of the orientations to education found among this group of students. What is striking here is the lack of the extrinsic forms in both the personal and the social orientation. Although the lack of the extrinsic personal orientation might be more difficult to tackle, the extrinsic social orientation could be addressed by improving the social life of the students in the universities' campuses. Providing students with a wide varieties of social activities will contribute to the social integration within an institution which in turn can help in decreasing drop out (Tinto 1975).

Furthermore, the implications of the findings on the TLE are very important in enhancing the quality of students' learning. It is hoped that the suggestions made in the present study will be very useful for both individual teachers and programme teams. Sometimes simple things such as providing the students with constructive feedback can make a lot of difference to the quality of the students' learning.

To conclude, this study provides a rich picture of how this group of Saudi translation studies students go about their learning from their perspectives, which should be taken into consideration if we really want to improve the Saudi Higher Education.

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Appendices

Appendix A

Interview Schedule

- **A Text You Have Recently Translated:**

- 1- What was the last text you have translated?
- 2- How did you go about translating it?
- 3- How did you find translating this text? Was it interesting?
- 4- Do you usually translate in this way?

- **Managing your own learning:**

- 5- How do you judge if your translation is going well? If not what would you do?
- 6- What makes for good translation?
- 7- What happens if you get difficulties in your study? What can you do?
- 8- Can you keep going when you are bored or tired? How?
- 9- Who did you learn that from?
- 10- Have you always been able to manage your learning in this way?

- **Guidance from teacher:**

11- What directions or suggestions were you given by your teacher on how to translate? How helpful was that?

12- Would you do things in a different way other than the one suggested by your teacher?

- **This course as a whole:**

13- Why did you choose this course?

14- In what ways this course is important for your degree?

15- In what ways it is important for you as a person? Why?

- **Teaching and studying methods:**

16- In a typical week what do you have to do as a student in this course?

17- How did your teacher go about teaching in the class?

18- What if anything would you most like to see changed? Why?

19- What did you get from studying this module?

20- Have you had any particular teacher who was good? Why was he good?

21- What makes for a good teacher in translation?

- **General:**

22- Are there any other aspects of your experience as a translation student you would like to tell me about?

Appendix B

SAILS (Arabic Version)

إستبانة التنظيم الذاتي

تهدف هذه الإستبانة لقياس مدى تنظيم الطلاب لعملية تعلمهم.

ستتم معاملة إجاباتك بكل سرية ولا يلزمك كتابة اسمك على الورقة.

فضلاً أعط رأيك فيما يتعلق بالجمل التالية. لا توجد إجابة صحيحة أو خاطئة.

ضع إشارة في المكان المناسب لتبين درجة موافقتك مع كل من الجمل التالية:

√ = دائماً ما أفعل هذا √؟ = غالباً ما أفعل هذا ؟؟ = أفعل هذا باستمرار × = أحياناً أفعل هذا × = نادراً ما أفعل هذا

تسلسل	الجملة	√	√؟	؟؟	×	×؟
1	بعدما أنهى مذاكرة الكتاب أحاول صياغة النقاط الرئيسة بأسلوبي لأقيس مقدار تعلمي منه.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	أضيف أشياء إلى محتوى المادة من مصادر أخرى.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	أقيس مقدار تطور مستواي بشكل كامل بإكمال الأسئلة والمهام والتمارين التي يزودني بها المعلم أو الكتاب.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	أتعلم كل شيء تماماً كما أجده في الكتاب.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	ألاحظ أن تعليمات الدارسة التي أعطيت لي سواءً خطياً أو شفهيًا غير واضحة بالنسبة لي.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	لقياس مقدار تطور مستواي ، أحاول وصف محتوى مقال ما بأسلوبي.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	أحكم بأن لدي معرفة جيدة بمحتوى المادة، إذا كنت قادراً على حل جميع التمارين الموجودة في المنهج أو التي يعطيني إياها المعلم.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	أدرس جميع محتوى المادة بنفس الطريقة.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	أقدم أكثر مما هو متوقع مني عمله في هذا البرنامج	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	عندما أُعطى نصاً جديداً لأترجمه، أفكر أولاً بأفضل طريقة لترجمته.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	ألاحظ بأن لدي مشكلة في فهم كمية كبيرة من محتوى المادة.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	إذا كان الكتاب يحتوي على أسئلة وتمارين ، أقوم بالإجابة عنها كاملة عندما أمر بها أثناء المذاكرة.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

○	○	○	○	○	13	إضافة إلى المنهج الدراسي، أحاول دراسة مواد (مواضيع) أخرى مرتبطة بمحتوى البرنامج.
○	○	○	○	○	14	لقياس مقدار تعلمي، أحاول الإجابة عن أسئلة أضعها بنفسني حول ترجمتي.
○	○	○	○	○	15	أدرس وفقاً للتعليمات التي أجدها في المنهج أو التي يزودني بها المدرس.
○	○	○	○	○	16	أدرك أن فهمي لأهداف المادة هو فهم عام لا يوفر لي أي توجيه أو إرشاد.
○	○	○	○	○	17	أستخدم التعليمات وأهداف المادة التي حددها المدرس لمعرفة ماذا يتوجب علي فعله بالضبط.
○	○	○	○	○	18	ألاحظ أنه من الصعوبة بالنسبة لي تحديد ما إذا كنت فهمت المادة بشكل كاف.
○	○	○	○	○	19	عندما أواجه صعوبة في ترجمة نص ما ، أحاول تحليل وجه الصعوبة بالنسبة لي.
○	○	○	○	○	20	أحكم بأن لدي معرفة جيدة بمحتوى المادة، إذا كنت قادراً على إعطاء إجابات جيدة على الأسئلة المطروحة في الكتاب أو من قبل المدرس.
○	○	○	○	○	21	أدرك أنني أفقد الشخص الذي أعتمد عليه في حالة وجود صعوبة.
○	○	○	○	○	22	أثناء دراستي، أحاول أيضاً تحقيق أهداف أخرى وضعتها بنفسني غير تلك التي وضعها المدرس.
○	○	○	○	○	23	أدرك أنه ليس من الواضح بالنسبة لي ما يتوجب علي حفظه مما لا يتوجب علي ذلك.
○	○	○	○	○	24	إذا لم أفهم نصاً دراسياً بشكل جيد، أحاول البحث عن مواضيع أخرى متعلقة بهذا الدرس.
○	○	○	○	○	25	أعتبر المقدمات والأهداف والتعليمات والتمارين وعناصر الامتحان التي يعطينا إياها المدرس خطوطاً إرشادية لا يمكن الإستغناء عنها في دراستي.
○	○	○	○	○	26	أدرس محتوى المادة بنفس الترتيب التي هي عليه في المنهج.
○	○	○	○	○	27	لقياس ما إذا كنت قد فهمت محتوى المادة، أحاول ترجمة نصوص تحتوي على صعوبات غير تلك التي أعطانا إياها المدرس خلال المنهج .
○	○	○	○	○	28	أثناء حل التمارين، أدرب نفسي بشكل مكثف على تطبيق الطرق التي تعلمتها من المقرر.

شكراً على مشاركتك الثمينة

Appendix C

SAILS (English Version)

SELF-REGULATION QUESTIONNAIRE

This questionnaire aims at exploring to what extent students self-regulate their learning.

Your answers are confidential and you are not required to put your name on the questionnaire.

Please give your opinion to the following statements. There is no right or wrong answer.

Put a cross in the following box to extent the following statements apply to you.

√ = I do this almost always √? = I do this often ?? = I do this regularly ×? = I do this sometimes × = I do this seldom or never

No	Statement	√	√?	??	×?	×
1	To test my learning process when I have studied a textbook, I try to formulate the main points in my own word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	When I am given a new text to translate, I first think about the best way to translate it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	When I have difficulty translating a particular text, I try to analyse why it is difficult for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	To test my learning progress, I try to answer questions about my translation which I make up my self.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	To test whether I have mastered the subject matter, I try to translate texts that pose other problems besides the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	ones given in the study materials by the teacher.					
6	To test my own progress, I try to describe the content of a paragraph in my own words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	When I am studying, I also pursue learning goals that have not been set by the teacher but by myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	In addition to the work set by the teacher, I study other literature related to the content of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I do more than I am expected to do in a course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I add something to the subject matter from other sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	If I do not understand a study text well, I try to find other literature about the subject concerned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	If a textbook contains questions or assignments, I work them out completely as soon as I come across them while studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I study all the subject matter in the same way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I learn everything exactly as I find in the textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I study according to the instructions given in the study materials or provided by the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I study the subject matter in the same sequence as it is dealt with in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I use the instructions and the course objectives given by the teacher to know exactly what to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	I experience the introductions, objectives, instructions, assignments and test items given by the teacher as indispensable guidelines for my studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	I test my learning progress solely by completing the questions, tasks and exercises provided by the teacher or the textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	If I am able to give a good answer to the questions posed in the textbook or by the teacher, I decided that I have a good command of the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	When doing assignments, I train myself thoroughly in applying the methods dealt with in a course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	If I am able to complete all the assignments given in the study materials or by the teacher, I decided that I have a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	good command of the subject matter.					
23	I realize that it is not clear to me what I have to remember and what I do not have to remember.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	I notice that I have trouble processing a large amount of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	I notice that it is difficult for me to determine whether I have mastered the subject matter sufficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	I realize that my understanding of the objectives of the course are too general for me to offer any support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	I notice that the study instructions that are given, whether orally or written, are not very clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	I realize that I miss someone to fall back on in case of difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>